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ABSTRACT

Project 1000 is a program to help United States citizens or permanent residents of the United States of Hispanic ethnic origin to make application for graduate study in those fields and disciplines where the Graduate Record Examination (GRE) normally is used to help assess an applicant's admission potential (i.e., the arts and sciences generally and most fields of education but not medicine, business, law, and other fields where tests other than the GRE are used). Hispanic American students submit a Project 1000 application, free of charge, for admission to and financial aid from selected graduate schools. Project 1000 staff consult with the student on selecting graduate programs, completing the application, and other matters. This booklet describes the project's functioning, including its eligibility requirements. It provides information about applying for financial aid and about the use of standardized tests (particularly the GRE) with Hispanic students. Instructions are provided for completing the Project 1000 application for graduate study and financial support in a way that will enhance the applicant's qualifications and personal qualities. Descriptions are offered of the 50 graduate schools participating in Project 1000. Includes 13 references. (JDD)

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Student Information Booklet

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Recruiting, Admitting, and Graduating an Additional 1000 U.S. Hispanic Graduate Students

February 1988

Compañeros:

Welcome to Project 1000!

Applying to graduate school is a momentous decision which can lead to all kinds of wonderful results, such as a more challenging or rewarding career. For some it also leads to a great deal of anxiety. We're writing to you directly as two people who knew next to nothing about graduate school or the graduate admissions process when we were undergraduate students, who were the first persons in our families to consider doctoral programs, who were amazed when we were offered substantial assistantships and tuition scholarships to attend graduate school (we had no idea how we were going to afford the expected costs which never materialized), who were married and had children while in school, and who both became professional graduate school administrators in no small part because we wanted to share what we learned with others before they might make critical decisions based on poor or even misinformation.

Your decision whether or not to attend graduate school is very important to us. The fact is that far too few Hispanic students like yourself attend graduate school each year. This is a terrible waste of talent. Like it or not, the teachers, researchers, and leaders of tomorrow, whether they be in business, government, or academe, are the graduate students of today. Why exclude yourself from the chance for a more rewarding life?

It is our fervent hope that this *Student Information Booklet* will encourage your interest in study for an advanced degree, answer some of your questions about graduate admissions and study, show you how to get answers to any other questions you might have, and provide you with a simplified mechanism to apply for admission to an appropriate doctoral program at selective institutions of your choice--all without any charge to you whatsoever.

This booklet carefully explains what Project 1000 is all about and how it works. It also attempts to provide a clear description of things you should know about admission and financial aid at the graduate level, as well as pointers about the GRE, deciding on which programs and schools to apply to, and special advice about soliciting recommendations, listing personal qualities, and writing statements of purpose and career plans.

Please do yourselves a favor by reading this booklet carefully and then giving us a call (800-327-4893) about how we can assist your future.

Sincerely,

Michael J. Sullivan
Director, Project 1000

Gary D. Keller
Executive Director, Project 1000

P.S. Project 1000 is funded by the Carnegie Corporation of New York and others. Therefore, its services, including your application, our telephone consultations with you, and credentials collection and forwarding on your behalf, are all provided cost-free to you as a U.S. Hispanic student. Moreover, this program is *only* available to U.S. Hispanic students.

STUDENT INFORMATION BOOKLET

PROJECT 1000

RECRUITING, ADMITTING, AND GRADUATING AN ADDITIONAL 1000 U.S. HISPANIC GRADUATE STUDENTS

Written and Edited by

GARY D. KELLER and MICHAEL J. SULLIVAN

PROJECT 1000
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Note on Reproduction of Informational Material Contained in this Booklet

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Acknowledgments

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ABOUT PROJECT 1000

PROJECT'S TOLL-FREE 800 TELEPHONE NUMBER

Use the following *toll-free 800* telephone number, **800-327-4893**, *both nationally and in Arizona* (except the greater Phoenix-area in which 965-3958 should be used) **between 9-12 a.m. and 1-5 p.m. Mountain Standard time** to discuss various aspects of the project such as your eligibility, questions you may have in completing the application, deciding on the program(s) you wish to apply to, or other matters. It may be necessary, upon review of your application to clarify certain points or secure missing information. In such cases we will communicate with you either in writing or by telephone.

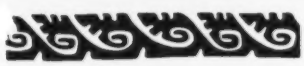
Please note that Mountain Standard time is *two hours earlier* than Eastern Standard time (e.g., New York City), *one hour earlier* than Central Standard time (e.g., Chicago), and *one hour later* than Pacific Standard time (e.g., Los Angeles). However, because Arizona is always on Mountain Standard time and does not switch to daylight savings time when many other states do, keep in mind that, during the "summer" daylight savings months, Mountain Standard time is *three hours earlier* than Eastern Daylight time, *two hours earlier* than Central Daylight time, *one hour earlier* than Mountain Daylight time, and *the same time* as Pacific Daylight time.

ELIGIBILITY FOR PROJECT 1000

Only United States citizens or permanent residents of the United States of Hispanic ethnic origin are eligible to make application for graduate study through Project 1000. Eligibility for application through Project 1000 is further restricted to students intending to study for a graduate degree (non-matriculated students or applicants seeking consideration for certificates or other non-degree credentials are *not* eligible for participation in Project 1000) in those fields and disciplines where the Graduate Record Examination (GRE) normally is used to help assess an applicant's admission potential. Thus, eligible fields and disciplines within Project 1000 include the arts and sciences generally and usually engineering, computer science, architecture and urban planning, library and information science, oceanography, public health, public policy, social welfare, and most fields in education, but *not* medicine, business, dentistry, law, optometry, and other fields where standardized tests other than the GRE are utilized. If you have a question about whether or not the field you are interested in falls within the scope of Project 1000, either write directly to the project or telephone us at 800-327-4893.

Academic eligibility for Project 1000 is in accordance with what is typically required for graduate study, including a bachelor's degree granted by a faculty or university of recognized standing, adequate preparation for graduate study in the proposed field of instruction, fluent command of the English language, and evidence of promise in advanced study and research.

While the project is focusing primarily on educating students through the doctorate, students will be admitted at the master's level even if their goal is to obtain a master's as a terminal degree. Similarly, Project 1000 emphasizes full-time study, which would definitely be the case for resident students. However, in a limited number of cases where application is made as a commuter student, students may apply for part-time study through the project.



FUNCTION OF THE PROJECT 1000 APPLICATION FOR ADMISSION AND FINANCIAL AID

There is no fee charged by Project 1000 for submission of the application for admission and financial aid nor for any of the other services provided by the project.

One of the attractive features of Project 1000 is that it will permit you as an applicant to be considered for admission and for financial aid at a number of graduate institutions on the basis of completion of one application packet. In some cases the Project 1000 application packet will carry you through the whole application process at the participating institution(s) of your choice. In other cases, the participating graduate institution will consider the Project 1000 materials to be a preapplication and will require that you fill out their institutional package as well; normally only after using the Project 1000 materials as screening information to determine your prospects for admission.

A recent ETS study (Baird, 1982) of several thousand students found that only 21% of Hispanic students applied to more than one graduate program. This is a very low percentage and Project 1000 both strongly encourages you to apply to more than one institution and provides you a simple mechanism to make multiple applications.

HOW THE ADMISSION COMPONENT OF PROJECT 1000 OPERATES

All prospective graduate students make application to the over 50 participating major public and private nationally recognized doctoral-granting institutions *through* Project 1000. After consultations between you the applicant and Project 1000, the project sends the completed application to the participating graduate institution(s) of your choice and communicates as necessary with you and with the graduate school(s) on your behalf, particularly during the early stages of the admission process. The participating graduate schools in no way give up their autonomy either of judgment or of specific admission requirements that may be additional to those common to Project 1000. In the latter stages of the admission process it is probable that the graduate school(s) that you have chosen will communicate directly to you. The final admission decision in all cases will come to you directly from the participating graduate school(s) that you have made application to.

HOW THE FINANCIAL AID COMPONENT OF PROJECT 1000 OPERATES

Requests to be considered for financial aid, which is incorporated as an option in the application packet, operates in the same fashion as the admission process, with requests going *through* Project 1000 to the participating graduate schools that the applicant (after consultations with the project) has chosen to apply to, and final decisions being made by those schools. However, Project 1000 may have at its disposal funds for financial aid, and if this is the case, the project will be in a position to make a limited number of financial aid awards to students apart from those which are offered by the participating schools.

ABOUT GRADUATE SCHOOL

WHAT YOU SHOULD KNOW ABOUT FINANCIAL AID

There are a number of vital things that you need to know about financial aid at the graduate level.

1. Contrary to the customary circumstances at the undergraduate level, full-time graduate students in most of the fields and disciplines covered within Project 1000 typically DO NOT PAY FOR THEIR GRADUATE STUDY with savings, parental financial support, or earnings from non-academically related employment. This is true for most students, not only minority students. For example, Cornell University, one of the participating institutions, points out in its 1988-1989 application that "In 1986-1987 about 85 percent of the graduate students received financial assistance, either from Cornell or from outside sources." This is not unusual. Moreover, the percentage of Hispanic students receiving financial assistance from graduate school is assuredly even higher than the percentage for the non-minority population. Again for example, Cornell points out its brochure *Graduate Study for Minority Students at Cornell* that "In recent years about 97 percent of Cornell's minority graduate students received financial assistance."

2. Most of the participating schools in Project 1000 have special financial aid funds earmarked for minority graduate students. Also, in recent years there have been declining numbers of minority students generally who go to graduate school. This means that graduate schools are redoubling their efforts to recruit U.S. Hispanic students and will make additional efforts to ensure that qualified Hispanic students are not denied a graduate education merely because of financial constraints. Project 1000 itself is evidence of these additional efforts.

3. There is a wide variety of financial aid options available. The largest category of financial support is the various forms of assistantships (particularly teaching and research) which permit you to become an apprentice in the field that you are studying. As a matter of fact, this quality of apprenticeship is one of the hallmarks of graduate education and one of the elements which distinguishes it most from the undergraduate experience. The tradition of apprenticeship and the mentoring that goes with it often permits you to do advanced studies in your field while at the same time you are being paid for the services that you provide the university, possibly by helping to teach a basic undergraduate course or working on one of your professor's research projects. Because universities find that the award of assistantships makes a lot of sense educationally for the graduate student and is also cost-effective in that it provides additional help for either research projects or undergraduate instruction, many students are offered this type of financial support. At some universities it is not uncommon for more than 50% of all the full-time graduate students in an academic department to be financially supported by one or another type of assistantship.

There are many other financial support options that are also available to you. These include fellowships which usually, but not invariably, refer to financial aid that is awarded to a student without the expectation that, as in the case of an assistantship, the student will provide any services to the university. Other financial aid options include the college work-study program, part-time work (often on departmental projects or other campus work), National Direct Student Loans, Guaranteed Student Loans, and a host of other financial assistance programs offered by the state in which you legally reside. Finally, Project 1000 itself may have some modest sums available to award to a few students admitted through the project.

4. The best advice that we can give to you is not to be deterred from applying to graduate school because you are concerned that you don't have the funds to pay for your studies. Most applicants for graduate study do not have those funds assured. However, many students who apply to the disciplines covered by

and institutions participating in Project 1000 enter a graduate program with some form of financial support other than loans. If government subsidized loans are considered, then the proportion of graduate students with financial aid rises to an even higher percentage.

5. There is one cautionary observation that should be made, however. Graduate education is a multi-year commitment. It is often the case that it will take more than one year to earn a master's degree (two years is closer to the norm) and as we all know, earning a doctorate probably represents at least a three year commitment beyond the master's degree. The number of students who earn a doctorate and who are supported for the full course of their graduate careers is much fewer than those who are given say two or three years of support. However, this should not be cause to deter you either. Typically what occurs is that as you enter the more advanced stages of your graduate education, additional options open up such as employment as a lecturer (a full-time or part-time academic appointment) at your own or another institution, employment in government or industry, an internship of one kind or another, or appointment to an ongoing research project in a more responsible capacity than graduate assistant. There are also a number of national and local pre-doctoral awards that you will become eligible for.

APPLYING FOR FINANCIAL AID

You should consider four forms of financial aid: (1) merit-based forms of financial aid, awarded by the participating university, such as assistantships, fellowships, and scholarships; (2) outside fellowships, scholarships, and grants-in-aid from national, international, and corporate foundations, and/or government agencies; (3) any student assistance programs that may be offered in the state where you reside; and (4) need based financial aid other than that which may be provided by the state in which you reside. (Note: you may and should consider *all four* financial aid options.)

ACADEMIC MERIT-BASED FINANCIAL AID

By simply checking the box asking for academically merit-based financial support on page 6 of the Project 1000 *Application/Preapplication for Graduate Study Within the Participating Graduate Schools and for a Fellowship, Assistantship or Other Educational Grant* you will be considered for this form of financial support both at the participating institution(s) which you have chosen to apply to, and also for any financial aid that the project itself may have available. (A small number of Project 1000's participating graduate schools also require students to fill out one of their internal financial aid application forms. If you apply to one of these schools, either the participating school or Project 1000 will make you aware of any additional forms you must complete.)

OUTSIDE FELLOWSHIPS, SCHOLARSHIPS, AND GRANT-IN-AID

As a prospective graduate student you should also consider applying for outside fellowships, scholarships, and grants-in-aid from national, international, and corporate foundations, and/or government agencies. There are literally hundreds of different "outside" awards (dozens of which are targeted *exclusively* for minority students) granted to thousands of students every year. Students receiving financial aid through one of the participating institutions or the project may be permitted to hold this award concurrently with an outside award, although an adjustment may be made in the award by the participating institution. Information on outside fellowships or grants may be obtained through college or university financial aid or career counseling offices, or through such references as Peterson's Guides' *Grants for Graduate Students*, the *Annual Register of Grant Support*, and *The Grants Register* found in many university libraries. A few of the best-known outside fellowships that are targeted for minority students, including United States Hispanic students are:

American Association of Law Libraries
53 West Jackson Blvd.
Chicago IL 60604
(312) 939-4764
Deadline: Not Specified

Offers stipends of $3,500 for minority graduate students to study library or information science.

American Geological Institute
4220 King Street
Alexandria, VA 22302
(703) 379-2480
Deadline: February 1

Offers scholarships of $500-$1,500 for minority students (both graduate and undergraduate) to study geology, geophysics, and related earth sciences.

American Home Economics Association Foundation
Flemmie P. Kittrell Fellowship for Minorities
2010 Massachusetts Ave, NW
Washington, DC 20036
(202) 862-8300
Deadline: January 15

Offers a fellowship of $3,000 for minority graduate students to study home economics or related subjects.

American Psychological Association
Minority Fellowship Program
1200 17th Street, NW
Washington, DC 20036
(202) 955-7761
Deadline: January 15

Offers fellowships of $4,400-$5,000 for minority graduate students who have been accepted into doctoral programs in psychology.

American Sociological Association
Graduate Minority Fellowship Program
1722 North Street, NW
Washington, DC 20036
(202) 833-3410
Deadline: January 15

Offers fellowships of $6,552 plus an allowance for tution, books, and supplies for minority graduate students to study sociology.

California Library Association
Edna Yelland Memorial Scholarship Fund
717 K Street, Suite 300
Sacramento, CA 95814
(916) 447-8541
Deadline: April 15

Offers a scholarship of $2,500 for minority students accepted at a graduate library school in California.

The Committee on Institutional Cooperation
Minorities Fellowship Program
Kirkwood Hall 11, Indiana University
Bloomington, IN 47405
(800) 457-4420
In Indiana: (812) 335-0822
Deadline: January 8

Offers fellowships of at least $7,500 plus full tuition (renewable for up to four years) for minority graduate students to study in a wide variety of fields at affiliated schools (the "Big 10" universities plus the University of Chicago).

Ford Foundation Doctoral Fellowships
For Minorities
The Fellowship Office
National Resource Council
2101 Constitution Ave
Washington, DC 20418
Deadline: November 15

Offers fellowships of $10,000 plus an institutional grant $6,000 (renewable for up to three years) for minority graduate students to study in a wide variety of fields.

Information Exchange System for
Minority Personnel
P.O. Box 473
Buffalo, NY 14205
(912) 825-7645
Deadline: March 15

Offers awards of $500 for minority graduate students to study library science.

League of United Latin American Citizens
National Educational Service Centers
National Scholarship Fund
400 first Street, NW, Suite 716
Washington, DC 20001
(202) 347-1652
Deadline: June

Offers awards of $200-$1,000 for needy and meritorious Hispanic students (both graduate and undergraduate).

Medical Library Association
919 North Michigan Ave
Suite 3208
Chicago, IL 60611
(312) 266-2456
Deadline: March 1

Offers scholarships of up to $2,000 for minority graduate students to study librarianship.

National Broadcasting Company
Minority Fellowship Program
30 Rockefellar Plaza
New York, NY 10020
(212) 666-2417
Deadline: Varies

Offers fellowships of $6,000-$9,000 plus full tuition for minority graduate students to study broadcasting or journalism at one of seven affiliated universities.

National Consortium for Graduate degrees
For Minorities in Engineering
P.O. Box 537
Notre Dame, IN 46556
(219) 239-7183
Deadline: December 1

Offers fellowships of $5,000 plus tuition, fees, and paid summer work experience for minority graduate students to study engineering.

National Hispanic Scholarship Fund
Selection Committee
P.O. Box 748
San Francisco, CA 94101
Deadline: October 5

Offers scholarships of $200-$800 for Hispanic American students (both graduate and undergraduate) to study in any field.

National Science Foundation
Minority Graduate Fellowship
1800 G Street, NW
Washington, DC 20550
(202) 357-7856
Deadline: November 15

Offers fellowships of $11,000 plus up to $6,000 for tution and fees (renewable for up to three years) for minority graduate students to study the sciences and social sciences (including the history of science).

Special Libraries Association
Positive Action Program for Minority Groups
Stipend Program
1700 Eighteenth St., NW
Washington, D.C. 20009
(202) 234-4700
Deadline: October 15

Offers awards of $3,300 for one semester or one quarter for minority graduate students to study library or information science.

STATE RESIDENCY-BASED FINANCIAL AID

Many states offer wide-scale financial aid to their residents. In some of these states, graduate students may become official "residents" after a specific period of time. You are strongly urged to investigate whatever student assistance you may be eligible for through programs offered in the state wherein you reside (or plan to establish residency).

NEED-BASED FINANCIAL AID

Virtually all of Project 1000's participating graduate schools offer some form(s) of financial aid based exclusively on demonstrated financial need. By their very nature, the type, number, and amounts of these awards vary widely from institution to institution and student to student. Such awards may include (but at any given graduate school do not necessarily include) direct grants, tuition and/or fee waivers, college work/study, and/or various forms of loans. Where different types of awards are available, they usually are packaged together to jointly provide the exact level of a given student's *official* financial need as calculated by a formal "needs analysis" of personal financial information provided by the student to an established state or national financial aid service such as the Graduate and Professional Financial Aid Council's *Graduate and Professional School Financial Aid Service* (*GAPSFAS*); the College Scholarship Service of the College Board's *Financial Aid Form* (*FAF*); American College Testing's *Family Financial Statement* (*FFS*); the State of California's *Student Aid Application for California* (*SAAC*); or the State of Texas' *Texas Student Data Form* (*TSDF*). Because of a heavy emphasis on computerized need-based financial aid accounting and reporting, most graduate schools in the United States, including Project 1000's participating graduate schools, require students applying for need-based financial aid to submit financial information to a specific one, or one out of a specific two, of these state or national financial aid services and seldom (if ever) will accept reports from one of the others. Most graduate schools participating in Project 1000 prefer or at least will accept the GAPSFAS. Therefore, although some of Project 1000's participating graduate schools may require you to submit information to a different financial service *in addition* to GAPSFAS, Project 1000 requires that all students wishing to be considered for need-based financial aid fill-out and submit GAPSFAS forms.

GAPSFAS forms are available at college and university financial aid offices and from the Graduate and Professional School Financial Aid Service, CN 6660, Princeton NJ 08541-6660. (Inquiries on GAPSFAS are taken at the following telephone number 215-750-8800). When completing the GAPSFAS financial statement, applicants should enter the correct code number for Project 1000 (**8854**). Because of federal financial aid regulations, this form must be submitted **after January 1**, but should be submitted as soon as possible thereafter (preferably by March 15 at the latest) with a request that the information be sent to Project 1000. In addition, beginning January 1989 (for the

1989-90 academic year), GAPSFAS will provide Project 1000 with a limited number (up to 200 per year) of vouchers which can be submitted to them *in lieu of payment* of their standard fees. Please contact Project 1000 (800-327-4893) for further information.

Since Project 1000's participating graduate schools have different requirements related to filling out the GAPSFAS form itself (e.g., some schools require all students, regardless of age or dependency status, to complete the "Parents Questionnaire" section; others require only dependent students or independent students under age 25 to complete that section; still others require that section's completion only by dependent students; and finally, some schools do not require any financial aid applicants to complete that section), and since if you neglect to complete any information that is required you may have to complete another financial statement, Project 1000 strongly suggests that you complete *all* sections of the GAPSFAS form supplying all information requested. Nevertheless, for your convenience a list of Project 1000's participating graduate institutions' GAPSFAS requirements follows.

The following are code A Schools. These schools require of all students, regardless of age or dependency status, completion of the Parents Questionnaire section of the GAPSFAS form:

- Columbia University (Architecture and Planning; Arts and Sciences; Human Nutrition; Journalism; Occupational Therapy; Social Work)

The following are code B schools. These schools require completion of the Parents Questionnaire section of GAPSFAS of all dependent students regardless of age and of all independent students under age 25.

- Boston University (Public Health; Social Work)
- Brown University
- Princeton University
- Rice University
- Stanford University (Education)
- University of Chicago
- University of Notre Dame
- University of Pennsylvania

The following are code C schools. These schools require completion of the Parents Questionnaire section of the GAPSFAS for dependent students only.

- Arizona State University
- Boston University (The Arts; Arts and Sciences; Education; Engineering; Nursing; Public Communication; Theology)
- Claremont Graduate School
- Columbia University (The Arts; Engineering and Applied Science; Human Nutrition; International and Public Affairs; Library Service; Nursing; Public Health Public Policy and Administration; Teachers College)
- Cornell University
- Duke University
- Rutgers University
- Stanford University
- State University of New York at Albany
- State University of New York at Binghamton

- Temple University
- Tulane University (Architecture; Engineering; Public Health; Social work)
- University of Connecticut
- University of Rochester
- University of Utah

The following is a code D school. Code D schools do not require any of its financial aid applicants to have the Parents questionnaire section of GAPSFAS completed.

- Ohio State University

The following schools may or may not require completion of the Parents Questionnaire on the GAPSFAS form. Please consult the school's bulletin.

- Fordham University
- Georgetown University
- Iowa State University
- New York University
- Purdue University
- Texas A&M University
- University of California, Santa Barbara
- University of Virginia
- University of Wisconsin-Madison

The following schools will not accept GAPSFAS at all, please consult with Project 1000 as to what additional forms you must fill out, fees you must pay, etc.

- City University of New York
- Indiana University (at Bloomington)
- State University of New York at Buffalo
- State University of New York at Stony Brook
- Syracuse University
- University of Arizona
- University of California, Berkeley
- University of California, Irvine
- University of California, Los Angeles
- University of California, San Diego
- University of California, Santa Cruz
- University of Colorado
- University of Houston
- University of Illinois at Urbana-Champaign
- University of Kansas
- University of Maryland
- University of Massachusetts at Amherst
- University of Michigan
- University of Oklahoma
- University of Texas at Austin
- Wayne State University

One form of need-based financial aid to graduate students is the graduate work-study program, a federally funded resource that is generally available at Project 1000's participating graduate institutions. Graduate work-study is a program in which eligible graduate students can work on campus during the summer and academic year to earn the difference between the annual cost of education and their financial aid (if any). Eligibility is determined by a needs analysis form such as the GAPSFAS.

There also exist a variety of need-based loan programs available to graduate students, including the Guaranteed Student Loan Program. However, Project 1000 will make every effort to find financial aid for you *other* than loans. Only under special circumstances and after exhausting the available options for more attractive forms of financial aid, will the project suggest that you seriously consider taking out a student loan; in any case we would consult with you directly if these circumstances should arise.

DECIDING ON WHICH PROGRAM TO APPLY TO

From the over 50 major public and private nationally recognized doctoral-granting institutions participating in Project 1000, you may choose up to 10 participating institutions to which you wish to be considered for admission, although such a large number would be unusual. Project 1000 encourages you to make multiple application through this program; however, we suggest that typically a student should apply to between 3 and 5 participating graduate schools. Deciding on the most appropriate programs to apply to is a very important matter. The following suggestions are offered:

1. If at all practical, apply to more than one institution. Research has shown that U.S. Hispanics tend to apply to only one school. If you apply to several schools, your chances of being admitted and of obtaining the financial aid that you need will both improve. Consider also applying to a range of institutions of varying selectivity. (This is a strategy which is very commonly followed at the undergraduate level.) While each of Project 1000's participating graduate schools are highly-respected doctoral-granting institutions, there is some variation between them with respect to selectivity. A recent ETS study (Baird, 1982) of several thousand students found that most students who apply to graduate school are admitted if they apply to a school reasonably within their level of achievement or aspiration.

2. For students who have not yet completed their baccalaureate degrees, the best time to gather information about the graduate course of study that you are interested in is during your junior year.

Waiting until your senior year in college can limit your options since many graduate institutions have January or early February application deadlines. However, if you are a college senior already, there is still time to find out about the programs of your choice if you act quickly.

3. Get answers to the questions that you will have through careful study of university catalogs (usually available on microfiche in campus career development offices or libraries) by talking to faculty members in the field you are thinking of entering, and by discussing your plans with career advisers on your campus, especially your campus' Project 1000 contact person. We strongly recommend that you approach faculty members or other advisers who know your work and would be willing to write a letter of recommendation for you. Ask these faculty or advisers to give you some suggestions about the institutions that might best match your aptitudes and needs. *NOTE : PROJECT 1000 DOES NOT HAVE THE GRADUATE CATALOGS OF THE PARTICIPATING UNIVERSITIES AVAILABLE FOR YOU.* You need to write directly to each of these institutions in order to request graduate catalogs from them.

4. Consider the following questions or factors in making a decision about which programs you wish to apply to:

a. Does the program emphasize areas in your field that fit your career interests and goals? For example, if you are interested in a particular area of biology or of American Literature, you should look carefully at the faculty credentials and course offerings in the department to see whether or not there is special strength in that specific area.

b. Are the libraries, laboratories, and other research facilities adequate for your needs? Are there facilities such as special research centers or programs above and beyond the normal which might make applying to that institution especially attractive? For example, if you are interested in nuclear physics or comparative literature, the existence on campus, respectively, of an unusually powerful particle accelerator or a well-respected journal of literary theory might make that campus an attractive place to submit an application.

c. Are you academically prepared for the kind of program being offered? Have you had the particular kind of training the program requires?

INFORMATION FOR HISPANIC STUDENTS ABOUT STANDARDIZED TESTS (PARTICULARLY THE GRADUATE RECORD EXAMINATION)

Often Hispanic students have approached the Graduate Record Examination (GRE) or other standardized tests with much trepidation and perhaps undue anxiety. Also, many Hispanic students are under certain misapprehensions about the GRE. Finally, there are a number of new developments related to standardized tests that are important for Hispanic students to know. Here are some important facts which will help you better understand the GRE (and the Spanish language Prueba de Admisión para Estudios Graduados) and its relationship to graduate admissions generally and specifically to Project 1000. One of the conclusions that should be derived from this information is that you should not be unduly concerned about taking the GRE or about its influence on the admissions process. No one factor or measure is all important in gaining admission to graduate school.

Do standardized tests such as the GRE predict academic achievement for Hispanics as well as they do for whites?

Both the College Entrance Examination Board and the Educational Testing Service have been interested in this question. Dr. Richard Durán, an ETS research scientist at the time of the publication of his book published by the College Board, *Hispanics' Education and Background: Predictors of College Achievement*, conducted a systematic review of all of the available relevant research on this issue and found that both high school grades and test scores predict Hispanics' college grades roughly 9% less accurately than use of the same procedures to predict whites' college grades. Durán found evidence that this result is due to some personal and background characteristics of Hispanics that are particular to U.S. contexts and the use of English in the United States (pp.102-3). The College Board and the Educational Testing Service have agreed with the premise that even more caution than usual must be applied to the review and evaluation of U.S. Hispanic test scores, and these organizations are in the process of introducing such cautionary language into the test information related to both test takers and institutions of higher education.

What additional information or assessment tools can be used in order to achieve a stronger appreciation of the potential of U.S. Hispanic students for graduate work?

Project 1000 is making an intensive effort to identify any special, unique, or distinctive talents, skills, or achievements that you may have which would help assess your potential for graduate study. Also, as a consequence of Durán's research on the predictive ability of the GRE for U.S. Hispanic students, it would be useful for graduate schools to look at how well each Hispanic student does against the distribution of only Hispanic students on the GRE. The distribution of Hispanic student GRE scores is available from ETS so that the participating graduate schools can assess your individual score against it as an additional, supplementary measure.

If the GRE is only one of several assessment tools, why is it so widely required?

Many U.S. Hispanic students are under the misapprehension that just because the GRE is widely required, that it is all determining for admission. This is simply not the case. In fact some graduate programs, even though they require the test, use the GRE primarily for diagnostic purposes, not to screen for admission. Research conducted by Baird suggests that most students who apply to graduate school are admitted. While taking the GRE is a necessary precondition for completing the *admission process* for most graduate programs, it usually does not filter out students if they apply to a school reasonably within their level of achievement or aspiration.

Is there a Spanish analog to the GRE?

There is a Spanish language analog to the GRE administered by the Educational Testing Service. It is called the Prueba de Admisión para Estudios Graduados (PAEG). The PAEG measures general verbal and mathematical abilities considered necessary for success in graduate studies. These sections of the test are constructed in Spanish; they are not a Spanish language translation of test materials from any other test. The PAEG also includes a section in English that assesses Reading Comprehension in English. Although the ability of the test to predict aptitude for graduate study at U.S. institutions outside Puerto Rico is unstudied and hence as yet unproven, the PAEG has been used extensively and successfully for that purpose by Puerto Rican universities' graduate programs, at whose initiative the test was first developed.

The PAEG would provide useful information on the general abilities of applicants for Graduate School who had completed some or all of their undergraduate studies at universities in Puerto Rico or elsewhere where Spanish was the language of instruction. It could also be helpful for evaluating the abilities of candidates who have completed most of their primary and secondary education in schools where Spanish was the language of instruction.

Both Project 1000 and the PAEG program recognize that the test would not be appropriate for many U.S. Hispanic students as it assumes an examinee population with a high level of literacy in Spanish. Nevertheless, for those students for whom the PAEG is targeted (for example, a student educated in Puerto Rico for whom Spanish is his or her dominant language), Project 1000 encourages submission of PAEG scores *in addition* to GRE scores.

Do U.S. Hispanic students as a group do as well as they could on the GRE and other standardized assessment instruments?

Researchers R. Durán, F. Evans, L. Pike, E. Rincón, and others have conducted research suggesting that U.S. Hispanic students do not maximize test taking strategies, do not manage time as well as white students, suffer from more text-anxiety than Anglo students, and are likely to suffer test scores depressed by English/Spanish language factors that do not represent developed academic ability. In other words, current research suggests that U.S. Hispanic students would be able to significantly improve their performance with better test-related psychological counseling and better orientation to and practice with the test. Project 1000 is currently preparing materials that will help orient you to more effectively take the GRE. There will be information on how to prepare physically and mentally for a test as well general strategies for time management, following directions, guessing, changing answers, and handling test anxiety. Examples will be provided of the different types of GRE questions so that you will be able to get a practice preview of the test. These materials should be available in the Fall of 1988 and will be sold at a modest price reflecting the physical cost of the printing. Also, during the Spring of 1988 and again during the 1988-1989 academic year (and in all probability the 1989-1990 academic year as well), Project 1000 participants are invited to attend free workshops on taking the GRE and making use of these materials to be held in select cities across the nation (travel will be at the student's own expense).

How important is the Graduate Record Examination? Do U.S. Hispanic students tend to overestimate or underestimate its importance?

Research conducted by ETS investigators Powers and Lehman suggests that minority students perceive the GRE aptitude test scores as more important than do white students. Accordingly, this overestimation leads higher percentages of minorities not to take the GREs and not to follow up with admission applications when they do not do as well as they expect. The Project 1000 coordinators will be reviewing your GRE test scores and will provide you with counsel and suggestions related to your performance, as necessary. However, it cannot be over-emphasized that no one factor or criterion will determine your admissibility into a graduate program.

Do U.S. Hispanic students take the GRE in the same proportions as white students?

In the 1982 ETS summary report, the data indicate that only 2150 Mexican Americans and 1282 Puerto Ricans even took the GRE during the period in question. This is an exceedingly small number given the large population with baccalaureates who theoretically could take the exam. This figure contrasts mightily with 148,513 whites who took the exam during the same period. An important inference can be derived from these numbers; namely, that because there are so few U.S. Hispanic students who are in the pool of test-takers, the very scarcity of such students makes your joining the pool by taking the GRE a wise decision. If going to graduate school is in your interest then you will be entering a "buyer's market" with respect to U.S. Hispanic students.

When is the best time to take the GREs?

It is better to take them in the Fall preceding the year for which you are trying to gain admission rather than in the Spring immediately prior to the semester of planned admission (and even better still during the Spring semester of your *junior* year). Higher percentages of Hispanic students take the GRE later in the year than Anglo students. This is not the best strategy because it reduces the opportunities to be admitted into selective graduate programs and especially to receive financial aid if admitted.

Is it true that GRE scores are systematically reduced the older one gets?

Research findings have concluded that the quantitative GRE scores (but not the verbal) are systematically reduced in older students. There is a higher percentage of U.S. Hispanic students than Anglos represented by older test-takers. The graduate schools participating in Project 1000 have been alerted to this research finding.

Must you take the GRE in order to participate in Project 1000?

It should be noted that not all of the participating universities require the Graduate Record Examination for all of their programs. At most of Project 1000's participating graduate institutions some of the fields of study require the GRE, but others do not require it. Project 1000 strongly suggests that you take the GRE general test, and an advanced test if there is one relevant to your field, however, this is not a requirement *per se* of the project. If in fact the programs to which you are applying at each of the graduate schools you have selected do not require the GRE, your application packet will be sent forward.

How long are GRE scores valid?

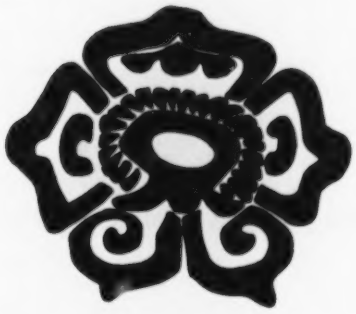
Usually a Graduate Record Examination score is accepted for five years. If you took the GRE more than five years ago, it is recommended that you retake the examination.

Who should take the Test for English as a Second Language (TOEFL)?

Students who have received their education in Spanish (for example in Puerto Rico) and do not have native or near-native fluency in English need to take the Test for English as a Second Language (TOEFL). Generally the participating graduate universities require a minimum TOEFL score of 550 of applicants whose native language is not English. Because of heavy reading requirements, some programs of study require a minimum TOEFL of 600. It may be possible for a student receiving a TOEFL score of between 500 and 550 to be accepted in some of the participating programs. In these cases acceptance is often conditioned by the requirement that the student attend intensive English instruction during the preceding summer and/or concurrent with the regular course of study during the academic year.

Is there a correlation between TOEFL and GRE scores?

ETS researchers Angelis, Swinton, and Cowell found in 1979 that low scores on *both* the TOEFL and the GRE verbal aptitude test *usually* indicate language weakness *not* necessarily weak aptitude or academic preparation. Moreover, it was found to be clear that non-native speakers of English do better on the TOEFL (which is designed for non-native speakers) than on the GRE verbal test (which is designed for native speakers). Indeed, the GRE verbal test was found to be most difficult for non-native speakers of English. Information on this correlation is available to Project 1000's participating graduate schools through ETS.



PERSONAL QUALITIES

Project 1000 is making an intensive effort to identify and document any special, unique, or distinctive talents, skills, or achievements that you may have which would help assess your potential for graduate study. On the application itself there is a section called PERSONAL QUALITIES which you should consider very carefully and answer fully. If there are materials (e.g., publications, additional letters of reference, etc.) that would be useful in documenting your achievements or skills, these may be attached to your application materials and sent to Project 1000.

The first part of this section of the application relates to any special talents that you may have. Here are a few examples of the sorts of things that you might want to consider communicating to the graduate program to which you would like to be admitted:

- If you are bilingual, trilingual or have other language skills, describe as fully as possible, showing how you have positively used these skills in your life, work, or studies.
- If you have a particularly deep appreciation of other cultures and ways of life (such as the culture of Puerto Rico, Mexico, or the Hispanic United States, for example) describe the value of these experiences or insights for your proposed field of study.
- describe any unusual scientific or technical skills or accomplishments. These may include computer programs you have written, scientific apparatuses you have built, designed or worked on, teaching or research in a scientific field you have engaged in, papers, prizes, experiments you have conducted, scientific competitions or science fairs where you have exhibited, research or laboratory assistance that you have provided, or any science club or society in which you have membership.

- describe any special interests that you have pursued if they have any bearing on your proposed graduate course of study (for example, if you have developed a collection of specimens related to your interest in biology or if you have worked for a volunteer group that might have some bearing on your interest in doing graduate work in psychology, etc.).
- describe any publications such as poems, stories, essays, etc., or any performances of work you may have written; similarly describe any acting, public musical performance, art exhibits, or the like that you have been involved in.
- include any prizes that you may have won for special skills; describe any participation you have had for your college newspaper, annual, magazine or anthology.
- describe any original writing that you may have done, whether published or unpublished.
- describe any awards or formal recognition for outstanding accomplishments in any field.

The second part relates to any special skills that you have acquired as a result of your employment or coursework. Here are examples of things that you might want to list:

- describe any technical skills that you may have acquired, particularly if they have a bearing on your proposed field of study; for example, statistics, research design, copy-editing, preparation of specimens, proficiency in a laboratory procedure, layout and keylining, budget preparation, computer programming, etc.
- describe any special responsibilities given to you by your employer which provide evidence of your unusual maturity or specific abilities; similarly, describe any formal recognitions or awards for special skills given to you by your employer or in your undergraduate career; describe any job promotions that you have received for outstanding performance.
- describe a business that you may have helped organize or run or other examples of entrepreneurial or organizational abilities.
- describe your role in any scientific projects in which you have participated, particularly at college (e.g., technician, lab assistant, interviewer, etc.); describe any teaching or tutorial experience that you may have (Whom did you teach? What was your role? Did you receive any formal recognition for your teaching or tutoring?).

The third part gives you the opportunity to list any concrete achievements that deserve recognition. Here are some examples:

- describe any service role that you may have performed such as volunteer work (custodial care, self-help groups, service organizations, emergency squads, community groups, charity groups, etc.).
- describe any student, community, or work leadership roles (member of or officer of student governing body, appointment to offices in an organization, elected president or officer of class, service on student or other campus committees, shop steward at work, etc.).
- describe any involvement you may have had in community or college political campaigns.
- describe if you have raised or managed money for an organization or project.
- describe any responsibilities for a student or community social group or housing unit such as a dormitory, sorority or fraternity, pep club, church group, or community organizations.
- describe any success that you may have had in overcoming deficiencies in academic preparation (mastery of English on your own despite the fact that you spoke only Spanish; learning of a subject matter in spite of the fact that your school was deficient in facilities or books, etc.).

The final part gives you the opportunity to describe any unusual motivational factors which have guided you in both your prior and current academic work. Here are examples of some motivational or experiential factors that you might want to describe:

- describe the reasons for your interest in your prospective graduate field if there are strong, compelling, or unusual motivational factors involved that would suggest a strong likelihood of your successfully completing the program.
- If your youth and intellectual formation is marked by an unusual degree of persistence,

self-discipline, independence, or maturity in a way that would suggest likelihood of success in graduate study, describe these qualities.

• If you have a successful record of overcoming socio-economic, cultural, physical, or other problems or adversities, describe these circumstances and how you have coped with them. The first part relates to any special talents that you may have. Here are a few examples of the sorts of things that you might want to consider communicating to the graduate program to which you would like to be admitted.

STATEMENT OF PURPOSE AND OF CAREER PLANS

The *Statement of Purpose and of Career Plans* is a very important part of your application, and will be carefully considered by the institution(s) to which you apply. Your essay should be concise and well written. Talk about yourself and your experiences in positive terms. One of the reasons why the Statement of Purpose is important to admission selection committees is because it provides them with a sample of your writing skills and your ability to present ideas in clear, coherent language. As you write it, ask yourself, "would I be inclined to admit myself to graduate school?" Before submitting the statement, seek constructive comments and criticism from friends and advisers. Often campus career development offices have free materials and programs devoted to improving students' abilities to write statements of purpose and career plans. The following is a sample outline which might be used in writing a Statement of Purpose:

Opening paragraph. State your general reasons for pursuing graduate study and introduce yourself to the selection committee. Make it relevant; the committee members will read many applications, so be sure yours gives them a sense of your particular talents and individuality.

Qualifications. Describe those experiences that will serve as a foundation for your forthcoming graduate work. Discuss (1) your expertise and accomplishments in your major field, (2) your undergraduate studies in general and how they relate to what you intend to do in graduate school, (3) specific learning experiences that demonstrate your motivation and inspiration for continued study, and (4) other relevant experiences such as jobs or community activities, including names and organizations and other concrete details.

Background. Describe your community and family background and tell how your interest in, and knowledge of, your chosen field developed. Giving examples, describe any personal attributes and qualities that would help you complete graduate study successfully, such as determination in achieving

your goals, initiative and ability in developing ideas, and capacity for working through problems independently.

Closing paragraph. Leave the reader with a strong sense that you are qualified and will be successful in graduate or professional school. Here, as throughout your Statement of Purpose, try to be as brief but informative as possible.

THE LIST OF THE PARTICIPATING GRADUATE SCHOOLS WITH CONTACT PERSONS FOLLOWS:

ARIZONA

ARIZONA STATE UNIVERSITY
Noel Stowe
Assistant Dean, Graduate College
Wilson Hall 124A
Tempe, Arizona 85287-1003

THE UNIVERSITY OF ARIZONA
Laurel L. Wilkening
Vice President for Research
and Dean of the Graduate College
Administration 601
Tucson, Arizona 85721

CALIFORNIA

THE CLAREMONT GRADUATE SCHOOL
Betty J. Hagelbarger
Assistant Dean and Registrar
McManus 131
170 E. Tenth Street
Claremont, California 91711

STANFORD UNIVERSITY
Noe Lozano
Assistant Dean, Graduate Studies
Building One, Room 2B
Stanford, California 94305

UNIVERSITY OF CALIFORNIA AT BERKELEY
Clara Sue Kidwell
Associate Dean
Office of the Dean of the Graduate Division
1 California Hall
Berkeley, California 94720

UNIVERSITY OF CALIFORNIA AT IRVINE
Geneva López-Irianni
Office of Graduate Studies
145 Administration
Irvine, California 92717

UNIVERSITY OF CALIFORNIA AT LOS ANGELES
Raymond Paredes
Acting Dean
Office of the Dean of the Graduate Division
Los Angeles, California 90024

UNIVERSITY OF CALIFORNIA AT SAN DIEGO
Ernesto Padilla
Assistant to the Dean for
Graduate Student Affirmative Action
Office of Graduate Studies and Research, Q-003
La Jolla, California 92093

UNIVERSITY OF CALIFORNIA AT SANTA BARBARA
Richard P. Durán
Associate Dean, Graduate Division
Santa Barbara, California 93106

UNIVERSITY OF CALIFORNIA AT SANTA CRUZ
Ronaldo Ramírez
Assistant to the Dean for Admissions & Recruiting
Office of Graduate Studies and Research
Santa Cruz, California 95064

COLORADO

UNIVERSITY OF COLORADO
Jane Lillydahl
Associate Dean
The Graduate School
308 Regent Administrative Center
Campus Box B - 26
Boulder, Colorado 80309

CONNECTICUT

THE UNIVERSITY OF CONNECTICUT
James G. Henkel
Associate Dean
The Graduate School
438 Whitney Road Ext.
Storrs, Connecticut 06268

DISTRICT OF COLUMBIA

GEORGETOWN UNIVERSITY
Patrick k. Mella
Assistant Dean for Admissions and Financial Aid
The Graduate School, Office of the Dean, 302 ICC
37th and O Streets, NW
Washington, D.C. 20057

ILLINOIS

UNIVERSITY OF CHICAGO
Allen R. Sanderson
Associate Provost
Office of the Provost
5801 Ellis Avenue
Chicago, Illinois 60637

UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN
Elaine J. Copeland
Associate Dean
Graduate College
202 Coble Hall
801 S. Wright Street
Champaign, Illinois 61820

INDIANA

INDIANA UNIVERSITY (at Bloomington)
Alberto Torchinsky
Dean of Latino Affairs
Memorial Hall West 109
Bloomington, Indiana 47405

PURDUE UNIVERSITY
Dwight E. Lewis
Minority Affairs Assistant
Young Graduate House
West Lafayette, Indiana 47905

UNIVERSITY OF NOTRE DAME
Richard A. Hilliard, Ph.D.
Director of Graduate Admissions
Office of the Advanced Studies
Notre Dame, Indiana 46556

IOWA

IOWA STATE UNIVERSITY
George A. Jackson
Assistant Dean
Minority Student Affairs
301 Beardshear Hall
Ames, Iowa 50011

KANSAS

THE UNIVERSITY OF KANSAS
Robert Sanders
Associate Dean
The Graduate School
226 Strong Hall
Lawrence, Kansas 66045-2300

LOUISIANA

TULANE UNIVERSITY
Francis L. Lawrence
Dean
Office of the Dean
The Graduate school
New Orleans, Louisiana 70118

MARYLAND

UNIVERSITY OF MARYLAND
Duncan M. Perry
Associate Dean
Office of the Dean for
Graduate Studies and Research
College Park, Maryland 20742

MASSACHUSETTS

BOSTON UNVERSITY
Michael Hoff
Graduate School, Room 112
705 Commonwealth Avenue
Boston, MA 02215

UNIVERSITY OF MASSACHUSETTTS AT AMHERST
Associate Dean of Graduate Studies and Research
Graduate Research Center
Amherst, Massachusetts 01003

MICHIGAN

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WAYNE STATE UNIVERSITY
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Office of Graduate Admissions
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NEW JERSEY

PRINCETON UNIVERSITY
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The Graduate School
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Princeton, New Jersey 08544

RUTGERS UNIVERSITY
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and Professional Admissions
Graduate Admissions Office, CN 5053
New Brunswick, New Jersey 08903

NEW YORK

CITY UNIVERSITY OF NEW YORK
Dean K. Harrison, Coordinator
Office of Expanded Educational Opportunity
The Graduate School and University Center
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New York, New York 10036

COLUMBIA UNIVERSITY
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Associate Dean
Graduate School of Arts & Sciences
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CORNELL UNIVERSITY
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Assistant Dean
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Ithaca, New York 14853 Eugene B. Piedmonte

FORDHAM UNIVERSITY
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School of Education at Lincoln Center
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NEW YORK UNIVERSITY
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Director of Admissions and Financial Aid
Graduate School of Arts and Science
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STATE UNIVERSITY OF NEW YORK AT ALBANY
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STATE UNIVERSITY OF NEW YORK AT BINGHAMTON
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STATE UNIVERSITY OF NEW YORK AT BUFFALO
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SYRACUSE UNIVERSITY
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UNIVERSITY OF ROCHESTER
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Dean of Graduate Studies
University Council on Graduate Studies
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Rochester, New York 14627

NORTH CAROLINA

DUKE UNIVERSITY
Dr. Jacqueline Looney
Graduate School Recruiter
127 Allen Building
Durham, North Carolina 17706

OHIO

THE OHIO STATE UNIVERSITY
Jean D. Dickerscheid
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Graduate School
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Columbus, Ohio 43210 - 1366

OKLAHOMA

THE UNIVERSITY OF OKLAHOMA
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Assistant Dean
Graduate College and Office
of Research Administration
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Norman, Oklahoma 73019

PENNSYLVANIA

TEMPLE UNIVERSITY
Robert E. Lana
Dean
Graduate School
Philadelphia, Pennsylvania 19122

UNIVERSITY OF PENNSYLVANIA
Dr. Valerie Swain Code
Executive Assistant to the Provost
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Philadelphia, Pennsylvania 19104

RHODE ISLAND

BROWN UNIVERSITY
Bernard Bruce
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TEXAS

RICE UNIVERSITY
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TEXAS A &M UNIVERSITY
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Associate Provost for
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College Station, Texas 77843 -1113

UNIVERSITY OF HOUSTON
Associate Vice President for
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Houston, Texas 77004

UNIVERSITY OF TEXAS AT AUSTIN
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UTAH

THE UNIVERSITY OF UTAH
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c/o Ronald Coleman
Coordinator, Ethnic Studies
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VIRGINIA

UNIVERSITY OF VIRGINIA
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WISCONSIN

UNIVERSITY OF WISCONSIN-MADISON
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Madison, Wisconsin 53706

THE LIST OF COLLEGES/UNIVERSITIES AFFILIATED WITH PROJECT 1000 WHICH HAVE AGREED TO IDENTIFY AND ADVISE POTENTIAL U.S. HISPANIC GRADUATE STUDENTS FOLLOWS:

ARIZONA

Northern Arizona University
The University of Phoenix

CALIFORNIA

California Institute of Technology
California State College, Bakersfield
California State University, Chico
California State University, Fresno
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, San Bernardino
California State University, Stanislaus
Mills College
Mount Saint Mary's College
Occidental College
Pepperdine University
Point Loma Nazarene College
Pomona College
Saint Mary's College of California
San Diego State University
San Francisco State University
San Jose State University
Sonoma State University
University of California, Irvine
University of California, Riverside
University of California, Santa Cruz
University of La Verne
University of the Pacific
University of the Redlands
University of Santa Clara
Whittier College
Woodbury University

COLORADO

Adams State College
The Colorado College
Metropolitan State College
University of Colorado at Colorado Springs
University of Northern Colorado
University of Southern Colorado

CONNECTICUT

Albert Magnus College
Trinity College
University of New Haven
Wesleyan University

DISTRICT OF COLUMBIA

The American University
The Catholic University of America

FLORIDA

Barry University
Florida Atlantic University
Florida International University
Saint Leo College
University of Central Florida
University of Miami

ILLINOIS

Chicago State University
Lewis University
Midwest College of Engineering
Mundelein College
Northeastern Illinois University
Northern Illinois University
Trinity College

INDIANA

Goshen College
Indiana University Northwest
Purdue University Calumet
Saint Mary-of-the-Woods College

IOWA

University of Iowa

KANSAS

Benedictine College
Bethany College
Saint Mary College

MARYLAND

Hood College

MASSACHUSETTS

Emerson College
Emmanuel College

MICHIGAN

Eastern Michigan University
Saginaw Valley State College
Siena Heights College

MINNESOTA

Carleton College
Macalester College

MISSOURI

Columbia College
Park College

NEBRASKA

Union College

NEW JERSEY

Caldwell College
College of Saint Elizabeth
Drew University
Georgian Court College
Glassboro State College
Jersey City State College
Rutgers the State University of New Jersey Camden Campus
Rutgers the State University of New Jersey Newark Campus
Thomas A. Edison State College

NEW MEXICO

Eastern New Mexico University
New Mexico Highlands University
St. John's College

NEW YORK

Adelphi University
Bard College
Barnard College
Baruch College of the City University of New York
Brooklyn College of the City University of New York
The City College of the City University of New York
Colgate University
Dominican College of Blauvelt
D'Youville College
Hunter College of the City University of New York
Iona College
John Jay College of Criminal Justice of the City University of New York
Lehman College of the City University of New York
Long Island University
Manhattan College
Manhattanville College
Marist College
Nyack College
Pace University-Pleasantville/ Briarcliff Campus
Queens College of the City University of New York
Skidmore College
State University of New York College at New Paltz
State University of New York College at Old Westbury
State University of New York College at Purchase
York College of the City University of New York

OKLAHOMA

Cameron University
The University of Oklahoma

PENNSYLVANIA

Chestnut Hill College
Haverford College
Seton Hill College

PUERTO RICO

Caribbean University College
Catholic University of Puerto Rico
Inter American University of Puerto Rico Metropolitan Campus
Inter American University of Puerto Rico San German Campus
University of Puerto Rico-Arecibo Technological University College
University of Puerto Rico-Humacao University College
University of the Sacred Heart

TENNESSEE

Lee College

TEXAS

Angelo State University
Concordia Lutheran College
East Texas State University
Incarnate Word College
Laredo State University
Midwestern State University
North Texas State University
Our Lady of the Lake University of San Antonio
Pan American University
St. Edward's University
St. Mary's University
Sam Houston State University
Southwestern University
Texas A&I University
Texas A&M University at Galveston
Texas Lutheran College
Trinity University
University of Dallas
University of Houston-Clear Lake
University of Houston-Victoria
University of Texas at Austin
University of Texas at El Paso
University of Texas-Permian Basin
University of Texas at San Antonio
West Texas State University

VERMONT

Southern Vermont College

VIRGIN ISLANDS

College of the Virgin Islands,
St. Croix Campus

WISCONSIN

Alverno College
University of Wisconsin-Milwaukee

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INSTRUCTIONS FOR COMPLETING PROJECT 1000 APPLICATION FOR GRADUATE STUDY AND FINANCIAL SUPPORT

COMPLETING THE APPLICATION

It is necessary to answer *all* questions and fill in *all* requested information on the application. Failure to do so will seriously delay processing since the form will have to be returned to you for completion and resubmission. Also it is essential that you study carefully the *About Project 1000* and *About Graduate School* sections of this program booklet *before* attempting to complete this application.

BIOGRAPHICAL INFORMATION

Note that you must be a citizen or permanent resident of the United States in order to be eligible; however, you do not need to be currently residing in the United States. Give your current residence including one of the states, Puerto Rico, or other locale, in the appropriate space on the application form.

Be sure to indicate whether you are of Mexican American (Chicano/a), Puerto Rican, Cuban American, or Other U.S. Hispanic (please specify) ancestry in the appropriate place on the application.

EDUCATIONAL INFORMATION

You need to indicate whether you are requesting admission at the doctoral level or the master's then doctorate, or the master's only. In order to be eligible for the program you must be seeking admission as a degree candidate.

You may list up to 10 participating institutions at which you wish to be considered for admission, although such a large number would be unusual. Project 1000 encourages you to make multiple application through this program; however we suggest that typically a student should apply to between 3 and 5 participating graduate schools. Deciding on which programs and which institutions to apply to is a very critical matter. See pp. 10-11 for further suggestions.

You must list in chronological order *all* undergraduate and graduate institutions you have attended or are now attending, regardless of if you only attended during the summer session, or nights, or only took one course, or didn't attempt to transfer the credit or use it for a degree, or only took a remedial or non-credit course, or didn't pass the course(s) attempted, or any other reason.

If you have previously applied to any of Project 1000's participating graduate schools, please indicate to which program(s), at which school(s), and for which academic year(s).

STANDARDIZED TESTS (GRE, PAEG, AND TOEFL)

See pp. 12-15 for information of critical importance to Hispanic students about standardized tests.

Note that you should arrange to have all test scores (GRE, PAEG, or TOEFL) sent directly to Project 1000, c/o Graduate College, Arizona State University, Tempe, Arizona 85287-1003. The institutional code for Project 1000 is **4633** for the TOEFL, **4635** for the GRE, and **4007** for the PAEG.

FULL-TIME STUDY?

Project 1000 emphasizes full-time study. This would definitely be the case if you plan to be a resident student. However, in a limited number of cases where application is made as a commuter student you may apply for part-time study through the project. (Please note that there is very little financial aid available for part-time students, particularly in comparison with that available to full-time students.)

PERSONAL QUALITIES

Project 1000 is making an intensive effort to identify and document any special, unique, or distinctive talents, skills, or achievements that you may have which would help assess your potential for graduate study. Please give particular attention to completing this section. If there are materials (e.g., publications, additional letters of reference, etc.) that would be useful in documenting your achievements or skills, these may be attached to your application materials and sent to Project 1000. Please see pages 15-17 for further information.

FINANCIAL SUPPORT INFORMATION

Check the appropriate box with respect to your need for financial aid and the extent of that need. If you are requesting financial support, you should consider four forms of financial aid: (1) merit-based forms of financial aid, awarded by the participating university, such as assistantships, fellowships, and scholarships; (2) outside fellowships, scholarships, and grants-in-aid from national, international, and corporate foundations, and/or government agencies; (3) any student assistance programs that may be offered in the state wherein you reside; and (4) need based financial aid other than that which may be provided by the state in which you reside. *Note: You may and should consider all four financial aid options. You may check all four of the boxes if appropriate.*

If you check the box asking for consideration for academically merit-based financial support, you will be considered for this form of financial support both at the participating institution(s) which you have chosen to apply to, and also for any financial aid that the project itself may have available.

You are strongly urged to investigate and apply for whatever student assistance you may be eligible for through outside, fellowships, scholarships, or grants-in-aid, and/or programs offered in the state where you reside. You should describe briefly what you have done to secure such financial aid if it is available to you.

If you check the need-based financial aid box, you have to arrange to have a Graduate and Professional School Financial Aid Service (GAPSFAS) form submitted to Project 1000. The information provides an estimate of financial need. GAPSFAS forms are available at college and university financial aid offices and from the Graduate and Professional School Financial Aid Service, CN 6660, Princeton, NJ 08541-6660 (inquiries on GAPSFAS are taken at the following telephone number 215-750-8800). When completing the GAPSFAS financial statement, applicants should enter the correct code number for Project 1000 (8854). This form should be filed as soon as possible *after January 1* (preferably by January 15, but not later than March 15) with a request that the information be sent to Project 1000. Beginning January 1989 (for the 1989-90 academic year) students who wish to avoid paying the standard GAPSFAS fees should send their completed forms directly to Project 1000 instead of GAPSFAS. Project 1000 will then attach a special GAPSFAS voucher to the form *in lieu of payment* and forward both to GAPSFAS for normal processing.

Please also note that some of Project 1000's participating graduate institutions may require you to submit a standardized financial aid form of their choosing *in addition* to the GAPSFAS form. Please see pp. 2-10 for further information.

STATEMENT OF PURPOSE AND OF CAREER PLANS

The Statement of Purpose and of Career Plans is a very important part of your application, and will be carefully considered by the institution(s) to which you have applied. Be sure to review carefully pp. 17-18 before completing this portion of the application.

LETTERS OF RECOMMENDATION

Project 1000 requires three letters of recommendation from faculty members or others well acquainted with the applicant's academic work. Both the forms and return envelopes are provided. Applicants may submit more recommendations than are required. Usually recommendations should come from faculty members acquainted with the applicant's work in the major area of study. If that work occurred sometime ago, recommendations from those familiar with the applicant's professional performance might be acceptable, depending on the program of study.

Applicants who wish to waive their right of access should be sure to sign the waiver statement at the top of the recommendation form. Admissions officers generally view letters of recommendation for which right of access has been waived as stronger than those for which right of access has not been waived. However, before you waive right of access to any letter you should be reasonably certain that the recommender is willing to write you a strongly positive letter of recommendation.

Applicants should ask each recommender to enclose the recommendation form in the envelope, seal it, sign it across the seal, and either return it to yourselves or send it directly to Project 1000.

TRANSCRIPTS

Complete and official transcripts of *all* previous college or university study must be submitted to Project 1000 (please read carefully the *Educational Information* section on p. 26 above). The colleges or universities should mail official transcripts directly to Project 1000. (*Under no circumstances should transcripts be mailed first to the student and then to Project 1000.*)

DEADLINES

Project 1000 will try to assist you at any time of the year, but we need to work within varying deadlines and varying admission "windows" among our participating graduate schools. It is important that you understand that Project 1000 has no ability to waive, extend or in any way modify the existing application deadlines of the project's participating graduate schools. Those deadlines vary from a requirement by a few of the project's graduate schools for receipt of Project 1000 applications at least 12 months prior to anticipated admission, to the maximum degree of flexibility shown by a few other schools with an extraordinary commitment to minority outreach who are willing to consider an application from an exceptionally qualified U.S. Hispanic student for admission and financial aid as late as months, weeks, or in rare cases even days before the start of the anticipated semester of admission. In general, the vast majority of schools fall in between these two extremes. Most have admission and financial aid deadlines which fall sometime between January 1 and March 1, but are willing to show varying degrees of flexibility toward late applications from minority students.

Project 1000's advice to you is to apply absolutely as soon as possible, since the sooner you apply, the greater the range of possibilities for admission and financial aid. Every day, week, and month you delay making your application reduces your options, especially for financial aid. Nevertheless, do not give up simply because you got a late start--the possibility always exists that at least one or more of Project 1000's participating graduate schools might have an opening or openings for admission (and maybe even substantial financial aid) for qualified U.S. Hispanics long after their "official" application

deadline(s). Indeed, some schools even reserve admission and financial aid positions for minority students until a special deadline which falls well after their "official" deadline.

WHEN TO MAIL

Take into account the time that you will need for assembling letters of recommendation, transcripts, and test scores. Allow one full week for transit if posting the application packet from locations in the U.S. and Canada. Always use first class postage. Allow at least ten days to two weeks for transit if posting air mail from other countries. If the packet is incomplete as the deadline(s) for the institution(s) to which you are seeking admission draw(s) near, do not delay mailing what you have. Try to avoid problems with deadlines by mailing early, possibly in November or December and even earlier for a few of the project's schools.

WHEN YOU WILL RECEIVE NOTIFICATION OF ADMISSION AND FINANCIAL AID DECISIONS

For those applicants who have submitted complete application packages, and thus for whom the participating graduate institutions are in a position to make a final admission and financial aid decisions, notification will generally take place during the period between April 15 and May 1.

SUMMARY OF APPLICATION MATERIALS

Use this checklist to verify the materials that you minimally need to submit to Project 1000 for a complete application package:

( )Application forms
( )Statement of Purpose and Career Plans
( )Test scores (GRE, PAEG, TOEFL) as necessary
( )GAPSFAS report (if requesting need-based financial aid)
( )Three letters of recommendation
( )Official transcripts of all previous college and university work

ARIZONA STATE UNIVERSITY

Arizona State University is an oasis of broad, green lawns and modern buildings in Tempe, a suburb of the Phoenix metropolitan area. ASU's strong academic programs and 1,400 faculty are complemented by the attractions of year-round sunshine, cultural diversity on campus and in the surrounding community, and the resources of one of the nation's fastest-growing cities. As the largest minority group in the state and in the ASU community, Hispanics play an important role in Arizona's life and livelihood.

ASU's 43,000 students include 11,000 who pursue graduate studies, 3,500 of them as full-time students. Master's students study in nearly 90 fields of concentration, doctoral students in more than 40. Graduate programs lead to a variety of professional and research degrees.

ASU offers excellent research facilities. The university libraries are ranked among the nation's best, and computing facilities are available, free of charge, at university and departmental computer sites throughout campus. ASU's faculty and graduate students conduct research in well-equipped settings ranging from the Center for High Resolution Microscopy to the Southwest Archeological Collection. Researchers work within traditional academic units, but those whose interests cross disciplines also combine efforts through 30 research centers, including the Center for Solid State Science, the Hispanic Research Center, and the Center for Latin American Studies.

ASU's commitment to recruiting and supporting minority students involves assistance in several forms. For example, scholarships pay nonresident tuition and in-state registration fees. The university appoints 1,700 graduate assistants annually, and provides travel grants for students presenting papers at conferences.

Graduate College advisors are ready to discuss your concerns about admission procedures and academic programs or career planning, counseling services, and child care. The Graduate College welcomes inquiries about graduate study and encourages you to write for information about programs in your areas of interest.

THE UNIVERSITY OF ARIZONA

The University of Arizona is located in Tucson, sixty-five miles from the Mexican border, in an area with a large Hispanic population. Ten colleges and several interdisciplinary committees offer excellent teaching and research facilities. Over 7,000 graduate students are enrolled in approximately 120 major fields of study, including graduate degree programs in Latin American Studies, Spanish, English as a Second Language, Bilingual/Bicultural Education, and Romance Languages; and graduate courses are offered in Mexican American Studies. Outstanding graduate programs are offered in many fields, including anthropology, philosophy, geosciences, astronomy, sociology, linguistics and planetary sciences.

Facilities available to students include the Agricultural Experiment Station, the Arizona Center for Educational Research and Development, the Arizona Research Laboratories, the Arizona State Museum, the Division of Economic and Business Research, the Environmental Research Laboratory, the Grace H. Flandrau Planetarium, the Human Development Laboratory, the Institute of Atmospheric Physics, the Laboratory of Tree-ring Research, the Lunar and Planetary Laboratory, the nuclear reactor and the University of Arizona Museum of Art. Independent agencies which cooperate closely with the University in providing research opportunities for graduate students include the Arizona-Sonora Desert Museum, the Arizona Historical Society, the Museum of Northern Arizona, and the Southwestern Research Station, as well as a number of United States Government agencies. Over 5,000,000 items are housed in the University Library and in several specialized libraries on campus. Excellent cultural and recreational activities are available both on campus and in the community.

The University of Arizona has a strong commitment to Hispanics. When President Henry Koffler took office in 1982, he established the Office of Minority Affairs under the direction of Dr. Manuel Escamilla. As part of the University's Centennial Year activities, an endowment program is being developed to provide additional support for target minority groups. The new Vice President for Research and Dean of the Graduate College, Dr. Laurel L. Wilkening, has instituted an annual invited lecture and dinner for minority graduate students to provide an opportunity for them to meet and talk with one another, University officials, and an outstanding scholar-role model.

THE CLAREMONT GRADUATE SCHOOL

As an independent institution devoted exclusively to graduate studies, The Claremont Graduate School is one of a very few similar institutions in the nation and the only one of its kind in the West. It enrolls 1,700 students and offers degrees in the humanities, social sciences, psychology, mathematics, botany, fine arts, education, business, management, and information science.

Through its partnership in The Claremont Colleges consortium, the Graduate School combines the intimacy of a small college with the facilities and academic breadth of a university. The Graduate School has approximately 70 regular faculty members, but a total of 250 faculty members, most of whom are affiliated with other Claremont Colleges, participate in graduate instruction. In addition to The Claremont Graduate School, The Claremont Colleges consist of Pomona, Scripps, Claremont McKenna, Harvey Mudd, and Pitzer colleges.

The Claremont Colleges are located in Claremont, California, a small suburban community 35 miles east of Los Angeles at the foot of the San Gabriel Mountains. This location allows easy access to the outstanding cultural, recreational, and educational resources of the Los Angeles area. This geographic area contains the largest Hispanic population in the United States.

The colleges cooperate to offer central services including a Chicano Student Affairs Center, an office of Black Student Affairs, and International Place, an international student center. The Claremont Colleges have a combined library collection of more than 1,160,000 volumes, 4,725 periodicals, and 1,700 other serials.

Claremont's importance as a center for Hispanic studies has been enhanced with the opening in 1985 of the Tomas Rivera Center, a national institute for policy studies and research into Hispanic issues. Claremont Graduate School students can participate in Center activities, meet visiting scholars and policy-makers, design research projects drawing on the Center's data base, and participate in internships at the Center.

STANFORD UNIVERSITY

Stanford University is located on the San Francisco Peninsula, 35 miles south of San Francisco. Its 8,200-acre campus stretches from the plains of Santa Clara Valley into the foothills of the Santa Cruz mountains, beyond which lies the Pacific Ocean. Since its founding, Stanford has built a reputation for excellence. Approximately 13,000 students (6,200 graduate students) are enrolled in seven schools at Stanford. These include the schools of business, earth sciences, education, engineering, humanities and sciences (including the social sciences), law, and medicine. Within the schools there are 70 departments; outside the schools, there are 27 institutes, centers, and laboratories.

Stanford is committed to diversity and excellence. It has outstanding research resources and facilities: (1) the library collection is ranked among the best in the nation; (2) the faculty includes many members who are among the most eminent in their fields: 10 Nobel laureates, 5 Pulitzer Prize winners, 10 National Medal of Science recipients, 80 Guggenheim Award winners (since 1974), 79 members of the National Academy of Sciences, and 125 American Academy of Arts and Sciences members, (3) the current research grants awarded to the University amount to over 200 million dollars. Most importantly, Stanford offers an opportunity for Black, Mexican American/Chicano, American Indian, and Puerto Rican students to study in an environment where diverse cultural perspectives are valued and integrated into the larger University community.

Not all Mexican American/Chicano or Puerto Rican students at Stanford have the same hopes, philosophies, political viewpoints, or career expectations. There is, however, a common thread of intelligence and talent that runs through the entire community. Students wishing to affiliate with the Latino/Chicano community on campus have many opportunities to do so. They may seek out academic programs like the Stanford Center for Chicano Research, the Center for Latin American Studies, and the Chicano Fellows Program. They may join student organizations: the Chicano Graduate Student Association, the Puerto Rican Student Association, El Ballet Folklorico de Stanford, Stanford Society of Chicano/Latino Engineers and Scientists, Chicanos in Health Education, the Chicano Association for Legal Education, the Latino Law Student Association, La Raza Medical Student Association, and Latino/Hispanic Business Student Association. There are projects like the Barrio Assistance Project, and residential educational programs at Casa Zapata. The resources and services extend well beyond the traditional parties and late-night talk sessions to serious, and significant contributions in areas such as athletics, theatre, arts, teaching, research, scholarly activity, and community service.

UNIVERSITY OF CALIFORNIA, BERKELEY

Berkeley is located on the eastern side of San Francisco Bay. The city has a population of approximately 112,000, and the campus has appproximately 30,000 students, 21,000 undergraduates and 9,000 graduates. Berkeley is a state institution and is the oldest of the nine campuses of the University of California system. It was founded in 1873. It offers over 100 graduate programs at the master's and doctoral level. There are 76 Departments and group majors in the College of Letters and Science, and there are 13 professional schools and colleges: The School of Business Administration, the College of Chemistry, the College of Environmental Design, the School of Journalism, the School of Law, the School of Library and Information Studies, the College of Natural Resources, the School of Optometry, the School of Public Health, the School of Public Policy, and the School of Social Welfare.

Although Berkeley's size may be intimidating, its variety of course offerings enables it to serve a great diversity of student interests. Berkeley offers the only Ph.D. program in Ethnic Studies in the country. The doctoral program allows students to undertake a comparative study of the experiences of racial groups in the United States. There are a number of organizations and support programs. There is a chapter of MECHA, which offers social and academic support for Chicano students.

The Graduate Division administers approximately $1.7 million in financial assistance aimed at minority and women students. The campus Financial Aid Office is another financial resource that serves undergraduates and graduates.

The University is committed to increasing the enrollment of minority students in both academic and professional graduate programs. If you are considering graduate study, we hope you will explore the exciting possibilities at Berkeley.

THE UNIVERSITY OF CALIFORNIA, IRVINE

Programs offered within this project include doctoral study in the biological sciences, humanities, physical sciences, social sciences, social ecology, computer science, engineering, and medical sciences (radiological sciences, pharmacology, and toxicology). The emphasis is on Ph.D. study although master's degrees are awarded in fine arts, genetics counseling, and in some of the other programs offering the Ph.D.

The Irvine campus is known for the interdisciplinary emphasis of its graduate programs and its position as a distinguished research university. Despite its relative youth, Irvine ranks among the major research institutions in the United States. UCI maintains such outstanding research organizations as the Cancer Research Institute, the Developmental Biology Center, the Center for the Neurobioloby of Learning and Memory, the Public Policy Research Organization, the Institute of Transportation Studies, the Critical Theory Institute, and the Institute for Surface and Interface Science, as well as a number of innovative Focused Research Programs.

UCI has a special commitment to minority students. The Faculty Mentor Program, whose research results were used to develop part of the operational plan for this project, provides research opportunities for minority students. Interests of the Hispanic community are well-represented on campus. The International Chicano Studies Program (ICSP), which was established at UCI in 1985, provides support to graduate students for basic research. In addition, considerable effort and support has been exerted for the development of a concentration in Chicano/Latin American Studies. In conjunction with Campus Lectures, ICSP coordinates the Chicano/Latino Colloquia series of speakers and will co-sponsor the 1987-88 Chicano Literary Contest with the Department of Spanish and Portuguese.

The National Chicano Council for Higher Education (NCCHE) science fellowship program, which is supported by the Irvine foundation and ARCO, is currently housed at UCI and provides support for undergraduates interested in pursuing a Ph.D. in the sciences. La Raza Association of Chicano/Latino faculty and staff provides support and counsel to graduate students. The local MeCha chapter, Chicanos for Creative Medicine, Ballet Folklorico, and Delta Delta (fraternity/sorority) at UCI actively participate in Cinco de Mayo, Wayzgoose (annual open house) and the Rainbow Festival, a multicultural faire. Finally, in 1987 the Chicano/Latino Community Advisory Committee, which is composed of Hispanic community leaders and UCI faculty and staff, was established as the Chancellor's advisory group on the status of Hispanics.

UCI is located five miles from the Pacific Ocean and 40 miles south of Los Angeles. Campus and local cultural activities include professional presentations in the arts, distinguished lecturers, and recreational opportunities such as special interest clubs and intramural sports. The nearby beach, mountain, and desert recreational areas are easily accessible by car.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA is among the ten highest ranking graduate schools in the country, according to the NRC rankings of graduate programs. It has Ph.D., M.A., M.F.A. and professional programs in over 70 fields of study, including all traditional fields in the humanties, fine arts, social sciences, physical sciences, engineering, biological sciences, health sciences and academic degree programs in professional fields such as education and management. Latinos are already present in all major fields of graduate and professional study at UCLA, and overall constitute over six percent of UCLA's graduate and professional enrollment. UCLA recognizes its commitment to the large and growing Latino community in the Los Angeles area, and has major research programs in Chicano Studies, Mexican and border studies, and Latin American Studies. Chicano/Latino graduate students at UCLA are organized under the Raza Graduate Students Association, which serves to link Chicano/Latino students from across campus and represents their interests to the administration and campus community generally.

UNIVERSITY OF CALIFORNIA, SAN DIEGO

The city of San Diego has become one of America's major centers for high technology, electronics and biomedical industries. Students concentrating on science or engineering are actively sought by these industries to fill summer jobs and career positions. The University of California, San Diego (UCSD) is situated in the heart of these industries, overlooking the Pacific Ocean. The area enjoys mild winter temperatures averaging in the 60 to 70 degree range.

The University of California, San Diego is one of the important research centers of the West and offers graduate programs in the sciences, arts and humanities, and the social sciences. Included are the following departments: Anthropology, Biology, Chemistry, Cognitive Science, Communication, Comparative Studies, Computer Science, Drama, Earth Sciences, Economics, Electrical Engineering, Engineering Sciences, Experimental Pathology, History, Linguistics, Literature, Marine Biology, Mathematics, Music, Neurosciences, Oceanography, Philosophy, Physics, Physiology and Pharmacology, Political Science, Psychology, Sociology, Teaching and Learning, and Visual Arts.

Special degree programs in the health sciences offer research training leading to the Doctor of Philosophy degree. An M.D.-Ph.D. degree is offered jointly by the School of Medicine and graduate programs in the health sciences.

In addition, a number of institutes and centers are in existence which promote advanced research programs and study. The study programs of graduate students supported by these institutes and centers are administered by the academic programs in which the student is enrolled. The Center for U.S. Mexican Studies and the Center for Iberian and Latin American Studies are two such centers which may be of particular interest to Hipanic students. Also, the San Diego Supercomputer Center (SDSC) is housed on the campus and is administered and operated by GA Technologies, Inc.

We, at the University of California, San Diego, believe that ethnic and cultural diversity are central to excellence in education, and the University is particularly committed to increasing the enrollment of minority students, including Hispanics. All entering minority students are eligible for the San Diego and Graduate Opportunity Fellowships which include payment of tuition and fees and provide for a stipend of $750 monthly. These fellowships enable students to devote full time to their academic pursuits. Continuing graduate students receive financial assistance in the form of research, teaching and language assistantships, scholarships, loans, and grants-in-aid.

THE UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The University offers master's and doctoral degrees in the humanities, sciences, education, and engineering, including anthropology, art history, art studio, biology, chemistry, classics, communications, comparative literature, dramatic art, economics, English, French, geography, geology, German, history, mathematics, music, philosophy, physics, political science, Portuguese, psychology, religious studies, sociology, Spanish, and speech and hearing.

The University has earned a reputation as an eminent research institution, with widely based research in the physical sciences, biological sciences, humanities, social sciences and fine arts. It contains ten organized research units which engage in basic and applied research, and augment department-based research. These institutes, centers, and laboratories include the Center for Chicano Studies, Community and Organization Research, Computer Systems, Interdisciplinary Applications of Algebra and Combinatorics, Environmental Stress, Research at Particle Accelerators, Marine Science, Quantum, Social Process Research, Polymers and Organic Solids. Affiliated units are the Center for Black Studies, The Robert Maynard Hutchins Center for the Study of Democratic Institutions, and The Institute of Theoretical Physics.

The campus is ten miles from Santa Barbara, known for its natural beauty and cultural attractions. It has a rich Spanish heritage, preserved in buildings like the Presidio. The Latino Community offers social activities, many centered in La Casa de la Raza. The city takes pride in its Spanish style architecture, and one of California's most beautiful missions.

The University of California has pledged itself to providing an excellent education for all students; from President Gardner down to the Santa Barbara administration and faculty we are committed to affirmative action. Santa Barbara has facilities of special interest to Hispanic students. The center for Chicano Studies conducts interdisciplinary research and sponsors recognized scholars and colloquia. The Jorge de Sena Center for Portuguese Studies administers the summer institute, a colloquium, a library, and a publication series. The University Library contains the Coleccion Tloque Nagoque, an extensive holding of Mexican-American literature and scholarship.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Since its founding in 1965, the University of California, Santa Cruz, has gained national recognition for combining an innovative academic plan with the research and scholarship strengths traditional to the University of California system. As a result, the campus has attracted a remarkably well-qualified group of students, as well as an outstanding faculty.

UC Santa Cruz is located 75 miles south of San Francisco on 2,000 acres overlooking Monterey Bay. Santa Cruz and its environs present an unrivaled variety of forests, meadowlands, and diverse marine habitats for scientific field work. Thirty-five miles east of Santa Cruz is the popular home of electronics and high-tech industry, the Silicon Valley. The University is developing electronics engineering and science activities with companies in the valley through joint projects and faculty affiliations.

Current enrollment is approximately 8,350 students, of whom some 800 are graduate students. The small size of the graduate programs at Santa Cruz fosters close working relations between students and faculty and promotes a high level of interaction among students. Students are encouraged to pursue independent research, and students and faculty often pursue interdisciplinary research interests with scholars from other fields. Student performance in courses is described in narrative evaluations which include Pass/Fail notations.

The majority of Santa Cruz masters and doctoral degree programs are in the sciences including study in: Astronomy and Astrophysics, Biology, Chemistry, Computer and Information sciences, Earth Sciences, Marine Sciences and Physics. While Santa Cruz is well-known for its science programs, the campus also offers excellent graduate programs in Applied Economics, History, Linguistics, Literature, Music, Psychology, Sociology, and a unique interdisciplinary doctoral program, the History of Consciousness.

Major facilities and research activities such as Lick Observatory, the Institute of Marine Sciences, Institute of Tectonics, and the Santa Cruz Institute for Particle Physics are available to graduate students. Students may participate in the Graduate Research Assistantship-Mentorship Program which provides financial assistance and valuable research training.

Continuous support for minority graduate students from the application stage through completion of the degree is available through the Graduate Opportunity Program. The program offers admissions services, counseling, and fellowships, and links students with comprehensive academic and personal support services offered at the University.

UNIVERSITY OF COLORADO, BOULDER

The University of Colorado, Boulder, awarded its first advanced degree in 1885. Today a number of the University's graduate departments enjoy nationwide reputations for excellence, and approximately 4,000 graduate students at the Boulder campus encounter a wide range of academic and research opportunities.

UCB has an outstanding graduate faculty, a fine graduate student body, and excellent facilities for conducting research and creative work. The University is located in a beautiful setting at the foothills of the Rocky Mountains. Boulder enjoys a temperate climate, averaging over 300 days of sunshine during the year.

UCB strongly believes that ethnic and cultural diversity is vital to its own development as a center of higher learning. Through the Graduate School's Graduate Opportunity--Advancement--Leadership (GOAL) Program, we are taking steps to increase the participation of underrepresented minority and women students in the graduate and professional programs at UCB. The GOAL program has developed and continues to implement new approaches designed to increase the admissions, retention, and degree completion of its minority and women graduate students.

For example, GOAL has initiated a series of orientation sessions for new graduate students; a tutorial/assistance program to increase skills in such areas as computer programming, advanced statistical analysis, and research design; a minority graduate student network and social support system; and a mentor program which matches the beginning graduate student with an advanced student and a faculty person. The GOAL program, under the direction of the Associate Dean of the Graduate School, represents UCB's commitment to our goal of excellence and equity in graduate education.

THE UNIVERSITY OF CONNECTICUT

The Graduate School of The University of Connecticut offers programs in eighty-two fields of study leading to the degrees of Master of Arts, Master of Science, Master of Business Administration, Master of Dental Science, Master of Fine Arts, Master of Music, Master of Public Affairs, Master of Social Work and Doctor of Philosophy.

The Homer Babbidge Library at Storrs provides seating for 3,000 readers and space for 1,700,000 volumes. Current serial and periodical subscriptions total 19,000. The Department of University Computer Systems provides opportunities for all students and faculty to use large, high-speed digital and analog computers. The Technical Services Center produces and maintains a wide variety of scientific equipment for use in research. The University has more than twenty centers and institutes that promote research in specialized areas of study.

Most graduate degree programs offered by the University are located at the Storrs campus, which is 30 miles northeast of Hartford. Storrs is a scenic, agricultural area. Degree programs in the biomedical sciences and the marine sciences are offered at The University of Connecticut Health Center in Farmington and at the Marine Sciences Institute at Avery Point, respectively.

The University of Connecticut grew out of the Storrs Agricultural School. The Graduate School was established officially in 1939.

The campus Puerto Rican Center is a vehicle of expression reflecting the academic and social-economic concerns of Puerto Rican and Hispanics on campus and society at large. Within this context, the Center sponsors activities which reflect the cultural, educational, social and service areas such as Puerto Rican History Month, speakers, social activities and a campus-community newsletter. The Center also strives to create a social climate where Puerto Rican, Hispanics and the campus population in general, can socialize and learn through the active expression of Puerto Rican and Hispanic Cultural Heritage.

GEORGETOWN UNIVERSITY

The Graduate School of Georgetown University offers programs leading to Master's degrees in Arab Studies, Biostatistics and Epidemiology, Business Administration, Taxation, Demography, English, Foreign Service, Latin American Studies, Liberal Studies, National Security Studies, Nursing, Public Policy, Radiation Science, and Russian Area Studies. Master's and Doctoral degrees are offered in Anatomy, Arabic, Biology, Chemistry, German, American Government, Linguistics, Pathology, Philosophy, Physiology/Biophysics, and Spanish. The Doctoral degree is available in Biochemistry, Economics, Government, History, Microbiology, Pharmacology, and Psychology.

Georgetown University has a broad and historic commitment to Hispanic and Latin students. Of special interest are academic programs in Latin American Studies, Spanish, Linguistics, and the M.A.T. degree in E.S.L. and Bilingual Education. Georgetown University is the approved Bilingual Education Service Center for the nine-state Eastern region and is one of only two national Service Centers providing evaluation and assistance for Bilingual Education programs. Georgetown is a Title VII recipient institution offering fellowships to both Master's and Doctoral students.

The University enrolls Hispanic students in various major fields, and a recent study reported that Georgetown University's enrollment of black and Hispanic students exceeds many private institutions, especially other selective institutions. The University's Center for Immigration Policy and the Agency for International Development jointly administer the Central American Scholarship program for Latin American students, and the Institution operates the Volunteer Teaching Program for students wishing to serve as teachers in the Hispanic community. An excellent working relationship has been developed between Georgetown and the Washington D.C. Division of Bilingual Education, with students and faculty participating in service roles with the urban school system.

Georgetown University is located in Washington, D.C., just minutes from the White House, Library of Congress, House and Senate Office buildings, and a wealth of social, intellectual, and cultural activities. Students and faculty from all over the world are drawn to Georgetown for the opportunity to become actively involved in this academic and cultural center.

THE UNIVERSITY OF CHICAGO

The University of Chicago is one of the world's leading private universities. It is located in Hyde Park, a residential community of 45,000 on Lake Michigan seven miles south of the city center. From its inception it has been at the forefront of graduate and professional education in the United States. Fifty-three Nobel laureates have taught or studied at Chicago, and more than 90 of its alumni currently serve as presidents, chancellors, or chief executives of colleges and universities. Always strong in individual areas, it has also encourages research across traditional academic boundaries to create distinctive interdisciplinary fields and joint-degree programs.

Total enrollment (9,000) is distributed almost equally across the undergraduate College, four graduate divisions (Biological Sciences, Humanities, Physical Sciences, and Social Sciences), and seven professional schools.

The University is a pioneer in the development of Latin American studies in the United States. For more than fifty years, leading teachers and scholars in this field have served on the University faculty. The Center for Latin American Studies was founded in 1977 to coordinate University interests in research and teaching on Latin America. The Center faculty of approximately two dozen specialists of international stature offer courses in Anthropology, Art, Biology, Economics, Education, History, Latin American Studies, Linguistics, Political Science, Sociology, Spanish, Portuguese, Social Service Administration, and Amerindian languages and literatures.

Chicago is a city of world-famous cultural attractions (the Art Institute, Field Museum of Natural History, Chicago Symphony Orchestra, Lyric Opera and architectural landmarks), major-league sports teams, and strong ethnic neighborhoods, which feature a vast variety of good, inexpensive restaurants, and festivals--Chicago Jazz festival, Fiesta de la Villa, Puerto Rican Day Parade and Festival, and the Black Light Film Festival.

UNIVERSITY OF ILLINOIS at URBANA - CHAMPAIGN

Founded in 1867, UIUC is one of the nation's major comprehensive universities. Excellence in engineering and the physical sciences is balanced by some of the finest social science, arts, humanities, business, agriculture, and education programs in the country. The campus is characterized by open interdisciplinary exchanges in structured programs and in informal encounters. The University is for the most part residential, with a large array of cultural and recreational activities available.

More than 7800 graduate students are enrolled in programs leading to master's and doctoral degrees in over 100 academic fields, many of them interdisciplinary. A distinguished Graduate Faculty of more than 2000 of the University's most active scholars guides the graduate students through professional and research programs that prepare them for careers in academic, professional, and industrial settings. The generation of new scholarly and scientific knowledge is at the heart of the graduate programs at UIUC, and close professional relationships between students and faculty are formed to pursue these ends.

Outstanding research facilities, including the third largest university library in the nation, the Centers for Supercomputing Applications and for Research and Development, the Institute for Child Behavior and Development, the Centers for Biotechnology and Microelectronics, and many other special research units all support graduate study and research.

The twin cities of Champaign and Urbana, located 135 miles south of Chicago, have a combined population of 100,000. Graduate students can find housing in the community or on campus in the two graduate dormitories and 750 apartments for married students.

Approximately 500 undergraduate, graduate and professional Hispanic students attend UIUC. La Casa Cultural Latina at the University of Illinois was established in 1974 to specifically serve Latino students and to reinforce the concept of si se puede--yes you can achieve. La Casa's main purpose is to provide programs and activities which are culturally and intellectually relevant to the Latino students. The programming is designed to assist, encourage, stimulate and motivate students to have a successful experience at this university. In addition, La Casa serves non-Latino students, staff and faculty interested in becoming aware of the issues and concerns affecting Latinos in the United States. Examples of the types of programs that La Casa sponsors are: An annual Latino Lecture Series which brings nationally and internationally known Hispanic leaders to address issues relevant to the Latino experience and workshops on career development, time and money management, and test anxiety. The most important aspect of La Casa is that it provides students with the opportunity to work together in order to achieve success collectively.

INDIANA UNIVERSITY (at BLOOMINGTON)

The University offers advanced degrees in over 100 fields in the Graduate School and in the Schools of Business; Journalism; Education; Health, Physical Education and Recreation; Law; Library and Information Science; Medicine; Music; Optometry; and Public and Environmental Affairs. Many of the graduate and professional programs are recognized as among the best and most challenging in the country, and the University's faculty includes some of the nation's leading scientists and scholars. Indiana University has superb library and laboratory facilities, and the Graduate School and the professional schools offer excellent academic and career counseling for all students.

Bloomington, located among the rolling hills of southern Indiana, is a pleasant and interesting place to live and work. This city of approximately 55,000 has ample housing, either on campus or nearby in town. The shops, services, and restaurants in Bloomington reflect the cosmopolitan nature of IU. Enjoying both campus and town activities is easy since the main business community is within walking distance of campus, and the University and city have interconnecting bus lines.

Among the excellent facilities and opportunities for Hispanic students and the study of Hispanic culture are Chicano-Riqueño Studies, the Latin American Music Center and the Center for Latin American and Caribbean Studies. Two museums on campus have outstanding Latin American collections. La Casa provides a meeting place and programs of special interest for Hispanic students. Asociación Estudiantil Puertorriqueña, Latino Law Student Association, and Latinos Unidos are student organizations which promote the social and professional activities of Hispanic students.

PURDUE UNIVERSITY

Purdue University, which opened its doors in 1874 as the state's land-grant institution, ranks as one of the fifteen leading American universities in terms of Ph.D degrees awarded, and among the top five in pharmacy, chemistry, engineering, and agriculture. Purdue offers programs leading to graduate and professional degrees in approximately 60 different areas of study, housed in ten schools: Agriculture; Consumer and Family Sciences; Engineering; Health Sciences; Humanities, Social Science and Education; Management; Pharmacy and Pharmacal Sciences; Technology; and Veterinary Medicine. Along with programs in the traditional fields, Purdue provides graduate work in such diverse areas as Aeronautics and Astronautics (sixteen astronauts have attended Purdue), American Studies, Audiology and Speech Sciences, Child Development and Family Studies, Comparative Literature, Consumer Sciences and Retailing, Food Sciences, Nuclear Engineering, Organizational Behavior and Human Resource Management, Public Policy and Public Administration, Recreation Studies, and Restaurant, Hotel, and Institutional Management.

Located in West Lafayette, Indiana, on the banks of the Wabash River-and within easy driving distance of both Chicago and Indianapolis-the 650-acre main campus has over 400 research laboratories and 15 school and departmental libraries with 1,500,000 printed volumes. Its 135 principal buildings are used by nearly 3,000 teachers and researchers and by 32,000 students, over 5,000 of whom were enrolled in the Graduate School in 1985-86. About twenty percent of the graduate student population typically come from foreign countries. Hispanic students are eligible for special graduate school fellowships awarded to ethnic minorities.

Along with the diverse cultural offerings-art exhibits, dance, music, theatre-available on campus, the Lafayette metropolitan area, home to a population of over 100,000 residents, sponsors a civic theatre, a symphony orchestra, and a museum of art. Of particular interest to Hispanic students will be the fellowship provided at the International Center and by Hermanos Hispanos.

THE UNIVERSITY OF NOTRE DAME

In cooperation with Project 1000, the University of Notre Dame invites applications for all master's and doctoral degree programs in the humanities, social sciences, natural sciences and engineering.

Notre Dame offers master's and doctoral programs in Aerospace Engineering, Biochemistry, Biology, Biophysics, Chemical Engineering, Chemical Physics, Chemistry, Civil Engineering, Economics, Electrical Engineering, English, Government and International Studies, History, Mathematics, Mechanical Engineering, Medieval Studies, Metallurgical Engineering and Materials Science, Molecular Biology, Microbiology, Philosophy, Physics, Psychology, Sociology, and Theology.

Master's programs only are available in American studies, Architecture, Art, History and Philosophy of Science, Modern and Classical Languages, and Music.

Notre Dame sponsors several interdisciplinary and specialized research institutes, mostly notably the Charles and Margaret Hall Cushwa Center for the study of American Catholicism, the Helen Kellogg Institute for International Studies, the Lobund Laboratory, the Medieval Institute, the Radiation Laboratory, and the Vector Biology Laboratory. The University Computer Center houses an IBM 3033 with numerous consoles located around the campus. The University Library system includes the Memorial Library and eight specialized research libraries.

Notre Dame is a national, residential university founded in 1842 by Father Edward Sorin of the Congregation of Holy Cross. It draws students and faculty from every state in the nation and some 60 foreign countries. Located at the northern boundary of South Bend, Indiana, the 1250-acre campus contains over 100 academic, residential and activities buildings as well as twin lakes and wooded areas. South Bend is 90 miles east of Chicago, and has a population of approximately 130,000.

Of special interest to Hispanic Students are the Latin American Area Studies certificate program and the Helen Kellogg Institute for International Studies. The Kellogg Institute conducts advanced teaching, research, and publication with primary attention to Latin America. Also, available is Hispanic Concerns, a student organization which offers academic, social and cultural support to members of the Notre Dame Hispanic community.

THE UNIVERSITY OF KANSAS

The Graduate School offers the Master of Arts degree in 43 fields, the Master of Science in 33, specific professional master's degrees in 13 programs, and the professional degree of Specialist in Education. The Doctor of Philosophy degree is offered in 51 fields, in addition to professional doctorates of Education, Engineering, and Musical Arts. The University enrolls a total of nearly 26,000 students of whom approximately 5,400 are graduate students.

Most of the University's programs are on the 1,000 acre campus at Lawrence, about 50 miles west of Kansas City and 20 miles east of Topeka, the state capital. Known regionally for its beauty, the campus is located on Mount Oread, a limestone ridge overlooking two river valleys. The Lawrence Campus now includes 87 classroom, office, residential, and research buildings.

The KU Libraries ranked among the top twenty-five at public universities in the nation in a recent report by the Association of Research Libraries. The assessment was based on holdings, acquisitions, operating costs, and staff qualifications. KU ranked 37th among all public and private ARL-member libraries in the United States and Canada.

Both the city of Lawrence and the University offer recreational and cultural opportunities to students. The Spencer Museum of Art on campus houses a large collection of works by internationally known artists; in addition, the Lawrence Arts Center and other local organizations encourage new artists. The University offers a Concert Series and a Chamber Music Series and many faculty and student recitals. The City of Lawrence also has a symphony orchestra, a chamber orchestra, and a civic choir. Good theater productions are available both at the University and in Community Theatre.

While the Hispanic population in Lawrence is relatively small, there are large Hispanic communities nearby in Topeka and in Kansas City. On the campus students can participate in Hispanic organizations such as MECHA. The Department of Spanish and Portuguese was ranked near the top of all such programs in the United States in a recent survey by the National Resource Council. The University also has a strong federally-funded Latin American Studies Program with a Latin American Students' Association which provides opportunities for U.S. students to have contact with students from Latin America, to see Spanish language films, and to attend cultural programs. The Office of Minority Affairs offers a supportive atmosphere for all minority students, and the Graduate School has a professional staff member who works directly with minority graduate students.

TULANE UNIVERSITY

Tulane

The Graduate School offers research-oriented programs leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. Within the scope of this project, doctoral degrees are offered in the fields of anthropology, biology, biomedical engineering, chemical engineering, chemistry, civil engineering, computer science, economics, electrical engineering, English, French, German, history, Latin American studies, mathematics, mechanical engineering, paleontology, philosophy, physics, political science, psychology, sociology, and Spanish. The Master of Fine Arts degree is offered in the fields of art, music and theatre. The Master of Education degree is available in several subfields, including early childhood education and adminstration and supervision. The degree of Master of Arts in Teaching is offered as an interdisciplinary program for the preparation of teachers.

The University is noted for its strong international studies programs. The Center for Latin American Studies is one of 10 federally-funded programs of its sort in the United States. It coordinates the activities of 60 faculty members who offer some 150 courses on Latin America. Graduate students enrolled in the Center's interdisciplinary programs have at their disposal the unique resources of the Latin American Library, the Middle American Research Institute and the Mesoamerican Ecology Institute (a newly-created unit which sponsors scientific research in Mexico and Central America). In addition, the Center offers numerous opportunities for student field experience in Latin America. The Tulane University Graduate School participates in exchange programs with the University of Strasbourg, France and the Free University of Berlin, West Germany, which offer the exchange student a stipend plus tuition for one academic year.

New Orleans is the second largest port in the country. Governed in the past by the French and the Spanish, the city still expresses this European influence in its architecture, food, and way of life. Amusements range from authentic jazz and cajun cuisine to a world-class zoo (near campus) as well as opera and ballet. Festivals are a local tradition. The largest are the Mardi Gras and the New Orleans Jazz and Heritage Festival.

Graduate students may rent apartments on the Tulane campus in the Rosen House and the new, appealing apartment complex, the Aron Residences.

THE UNIVERSITY OF MARYLAND

The University of Maryland, College Park is a major national and international research university with a growing reputation for innovation. It is a university with a commitment to teaching. It is an institution located in the midst of some of the finest scholarly, scientific, and cultural resources in the nation. Both Washington, D.C. and Baltimore are within short drives and the University is close to mountains, the Chesapeake Bay and the ocean.

Maryland offers over 80 masters and more than 60 doctoral degrees in many fields of interest. It is an institution on the cutting edge of science and technology. Fields available include engineering, mathematical and physical sciences, agriculture, Spanish and other modern languages and literatures, as well as many other disciplines in the arts, humanities, behavioral and social sciences and human and community resource fields.

The University has a variety of specialized equipment and laboratories to meet the needs of the most demanding research. Campus resources include two small Van de Graaff accelerators; a 10-kW training nuclear reactor; an assortment of computers, including Sperry 1190, IBM 4381, and PDP-11/44 systems; a full-scale, low-velocity wind tunnel; fully automated facilities for research in the behavioral sciences; laboratories for molecular, materials, biomedical, and metereological research; and a quiescent plasma device (Q-machine). Research farms, greenhouses, and laboratory-equipped vessels for research on the Chesapeake Bay are also available.

The University library system is large and is supplemented by the Library of Congress, the National Medical Library, the National Archives, the National Agricultural Sciences Library, the Folger Shakespeare Library, and the nearly 500 other specialized libraries in the Washington area.

In short, Maryland has much to offer and it especially welcomes applications from qualified minority applicants. The campus is committed to increasing the numbers of minority graduate students in all fields.

BOSTON UNIVERSITY

Boston University is a large and diverse institution, offering programs in the Arts and Sciences, Communication, Allied Health Professions, Public Health, Music, Theatre and Visual Arts, Education, Nursing, Social Work, Theology and Engineering.

The University serves nearly 28,000 students, including 9,000 graduate students; yet a human scale that fosters close communication among faculty and students is retained within each of the sixteen Schools and Colleges. One characteristic permeates all programs at Boston University: an unyielding standard of excellence that has earned it international renown and prestige.

The University library system holds over 2.5 million volumes in books and microform. Special collections include rich holdings of rare books from the fifteenth through the twentieth centuries, with emphasis on eighteenth and nineteenth-century English and American literature; an extensive collection of Colonial Americana; the Lincoln, Robert Frost, Theodore Roosevelt, Pascal, and many other important collections; and the Twentieth-Century Archives, which include the personal papers of some 900 public figures.

The Center for Latin American Development Studies also maintains a Library which focuses on Latin American issues and economic development in general. The Library holds nearly 1000 books (English and Spanish), over 150 international journals and periodicals, and statistical material from Latin American governments, central banks, and international organizations.

The Academic Computing Center operates an IBM 3081 computer for instructional and research activities. Graphics facilities include the TELL-A-GRAF and DISSPLA packages, color-graphics terminals, and a photographic system capable of producing slides, prints, and films.

An added advantage to students is the city of Boston: a rich blend of historical heritage, active cultural life, and contemporary growth in business, technology, and medicine offers splendid opportunities. The compact central area contains art galleries, the Public Garden, the theatre district, and the Freedom Trail, along which are located some of the most important landmarks in U.S. history. The Museum of Fine Arts, the Boston Symphony Orchestra, the Opera Company of Boston, and the Boston Pops provide unsurpassed cultural fare. Boston is the home of the Red Sox, the New England Patriots, the Celtics, and the Bruins.

UNIVERSITY OF MASSACHUSETTS AT AMHERST

The University of Massachusetts at Amherst offers over sixty graduate programs. Those italicized are master's programs only. These include Agricultural and Resource Economics, Animal Science, Anthropology, *Art, Art History*, Astronomy, Biochemistry, Botany, Chemical Engineering, Chemistry, Civil Engineering, *Classics*, Communication Disorders, Communication, Comparative Literature, Computer and Information Science, Economics, Education, Electrical and Computer Engineering, *Engineering Management*, English, Entomology, Environmental Engineering, Exercise Science, Food Engineering, Food Science and Nutrition, Forestry and Wood Technology, French, *Geography*, Geology, Germanic Languages and Literatures, History, *Home Economics, Hotel, Restaurant and Travel Administration*, Industrial Engineering and Operations Research, *Italian, Labor Studies, Landscape Architecture*, Linguistics, *Manufacturing Engineering*, Mathematics and Statistics, Mechanical Engineering, Microbiology, Molecular and Cellular Biology, *Music*, Neuroscience and Behavior, *Nursing*, Philosophy, Physics, Plant and Soil Sciences, Plant Pathology, Political Science, Polymer Science and Engineering, Psychology, *Public Administration*, Public Health, *Regional Planning, Slavic Languages and Literatures*, Sociology, Spanish, Sport Studies, *Theater*, Wildlife and Fisheries Biology, and Zoology. The Board of Regents are currently considering doctoral programs in Music, and Landscape Architecture.

As part of the three campus state university of the Commonwealth, the University of Massachusetts at Amherst is the major public graduate institution. Located in rural Western Massacuhusetts, the University, with Amherst, Smith , Mt. Holyoke, and Hampshire Colleges, form a five college consortium thus enhancing the educational (libraries and faculties) and cultural resources available for graduate student life. In addition, there are over twenty research centers and institutes on campus.

The University has several Latino organizations. These include Ahora, the Bi-lingual Collegiate Program (an academic support program), the Hispanic Faculty Association, as well as an undergraduate program in Latin American Studies and graduate programs in multi-cultural and bi-lingual education. While the ethnic composition of Amherst is primarily white, there are over 300 Hispanic undergraduate and 175 graduate students, approximately 25 Hispanic faculty and over 50 staff.

THE UNIVERSITY OF MICHIGAN

The University of Michigan is one of the nation's outstanding universities, offering many of the best graduate and professional programs in the country. Its tradition of excellence has two equally important foundations--the academic stature of the institution and its accessibility to all qualified students.

The university is committed to an affirmative admissions program because it believes strongly in the value of diversity. Student body diversity provides a pool of creativity and talent. It fosters an exchange of ideas and perspectives that promotes learning and prepares students to understand and interact with others of different races and cultural backgrounds throughout life.

The U-M emerged as one of the top eight universities in the country among 288 surveyed in late 1982 and early 1983 by the Conference Board of the Associated Research Council for its study entitled "An Assessment of Research-Doctorate Programs in the United States." By the single measure of faculty quality, Michigan was rated among the top ten universities in 15 out of 32 disciplines.

The Horace H. Rackham School of Graduate Studies offers graduate degrees in more than 160 fields, 33 of which are interdisciplinary. Some schools and colleges at the university also grant graduate or professional degrees. Many career fields offer better opportunities for those with advanced degrees; others require them. Available data indicate that the chances for advancement are better for a person with a post-baccalaureate degree than for the holder of a a baccalaureate only, and U-M surveys have shown that our graduates have little difficulty in finding jobs within their chosen fields.

WAYNE STATE UNIVERSITY

Wayne State University is a national research university with an urban teaching and service mission. It is a constitutionally autonomous public university within Michigan's system of public colleges and universities.

The University currently enrolls approximately 10,000 graduate and professional students in 11 schools and colleges: Business Administration, Education, Engineering, Fine and Performing Arts, interdisciplinary programs administered by The Graduate School, Law, Liberal Arts, Medicine, Nursing, Pharmacy and Allied Health Professions, and Social Work. There are approximately 120 master's and graduate specialist certificate programs and 50 doctoral majors available. The University has recently established an interdisciplinary Center for Molecular Biology, and two Institutes: Manufacturing Research and Chemical Toxicology. A new Ph.D. program in Medical Physics, Molecular Biology and Genetics, and graduate certificate programs in Hazardous Waste Control and Community Health Services Research and Evaluation have been approved.

Wayne State University is located in the Cultural Center area of the city of Detroit in close proximity to the world-renowned Detroit Institute of Arts, the main branch of the Detroit Public Library, the Detroit Historical Museum, and the world headquarters of the General Motors and Burroughs corporations. The main campus consists of 124 buildings situated on 184 acres, much of which has been converted to pedestrian malls. Detroit is a cosmopolitan community of friendly residents with attractions and activities that appeal to a wide range of interests. The Detroit River serves as a major commercial shipping channel and as a backdrop for summer-long ethnic festivals, shopping and entertainment in the majestic Renaissance Center, Formula I Grand Prix auto racing, the International Freedom Festival (Windsor, Ontario, Canada is only fifteen minutes fron campus), Gold Cup unlimited hydroplane races, and the Montreux-Detroit International Jazz Festival.

The University maintains a Center for Chicano-Boricua Studies, a Computing Services Center with two large Amdahl mainframes, several microcomputer laboratories, and workrooms with terminal access to the mainframe. Additional resources include the Purdy General Library, the Reuther Library of Labor and Urban Affairs, the Science Library, the Shiffmann Medical Library, and the Arthur Neef Law Library.

The Graduate School
Princeton University

PRINCETON UNIVERSITY

Since its formal establishment in 1900, a few basic principles have governed the Graduate School's evolution: careful selection of students, accessibility of the faculty, and flexibility of curriculum.

The Graduate School of Princeton University, with an enrollment of about 1625 students, offers programs of study leading to advanced degrees in the humanitites, social sciences, natural sciences, engineering, architecture, public affairs, and urban and regional planning. Princeton does not offer graduate degree work in law, business, medicine, social work, or education.

Of currently enrolled graduate students, 30% are women, 32% are citizens of foreign countries, 29% are married, and 6% are members of U.S. minority groups. Thirty-three Hispanic graduate students are enrolled, including Mexican-Americans and Puerto Ricans.

Students follow a program of study designed in consultation with a departmental adviser to suit the needs of the individual student. The Graduate School does not use a credit-hour system; no specific institutional courses are required.

The Ph.D. program usually consists of two years of course work and/or research in preparation for the required general examination. The general examination tests the student's general knowledge of the subject, acquaintance with scholarly methods of research, and ability to organize the present material. Those whose performance on the examination indicates readiness will be readmitted to continue work toward the Ph.D. degree. The Ph.D. is awarded after the student submits an acceptable dissertation and passes the final public oral examination. Research and writing of the dissertation generally require about two years' work after the general examination.

Princeton belongs to the National Consortium for Graduate Degrees for Minorities in Engineering (G.E.M.) and the Association for Public Policy Analysis and Management (APPAM), and is a participant in the federally funded Graduate and Professional Studies Fellowship Program (formerly G*POP).

Set in a town of 27,000 people, the University totals 6100 students. It is located half-way between New York City and Philadelphia, which are less than an hour away by train or car, an hour-and-a-half by bus. The Graduate School houses 65% of its students, single and married, including all first-year students, in apartments or dormitories.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Rutgers, The State University of New Jersey, is a major center for graduate study in the United States. As a cosmopolitan and ethnically diverse state, New Jersey has an energetic commitment to higher education which has resulted in the development of expanding educational and financial opportunities for Rutgers students. The Minority Advancement Program and Ralph J. Bunche Fellowships were developed specifically to support minority graduate students at the University.

With over 47,000 students, Rutgers is one of the largest state university systems in the nation. The three graduate schools of arts and science offer 87 master's and doctoral degree programs in the social, biological, natural, and physical sciences as well in the humanities and engineering. Other Rutgers graduate schools offer advanced degrees in criminal justice, education, professional psychology, library studies, social work, and creative and performing arts. There are both extensive and significant resources supporting graduate instruction at the University including two law schools, a graduate school of management, a center for computer and information services, a major research library, and thirty-two distinct research institutes. Rutgers offers students the opportunity to work in close association with graduate faculties committed to research and teaching in their respective fields.

Rutgers' three campuses are located in New Brunswick, Newark, and Camden. New Brunswick, with a population of about 42,000, is centrally located between New York and Philadelphia and provides students with a wide range of research, educational, and cultural activities. The Newark campus is readily accessible to students in northern New Jersey and the metropolitan New York City area and Camden is located within the metropolitan Philadelphia area and is the southernmost Rutgers campus.

More than two thousand Hispanic students are enrolled at the University, and all graduate programs welcome inquiries from qualified Hispanic applicants. Rutgers provides Hispanic students with numerous programs, activities, and student organizations which enhance the quality of the educational experience and help Hispanic students realize their potential as graduate students and professionals in their chosen field. Rutgers students are also afforded the opportunity of participating in the many Hispanic organizations and programs which exist throughout New Jersey.

THE GRADUATE SCHOOL AND UNIVERSITY CENTER of the CITY UNIVERSITY OF NEW YORK

The Graduate School is in essence a consortium, combining resources from colleges throughout the City University system to provide quality doctoral and research programs in 32 areas which include the Social sciences, Engineering, Computer Science, Biochemistry, Biology, Chemistry, ten subdisciplines in Psychology, as well as the arts and humanities. Minority students are encouraged to apply to the Graduate School through the Office of Expanded Educational Opportunity (OEEO). OEEO is involved in the admissions, financial aid, and retention processes as well as providing additional student support services.

Three factors make doctoral studies at this graduate school especially attractive. First, our urban location makes possible a wide range of research opportunities. To cite several examples, there is the variety of neighborhoods and ethnic distributions; a major transportation system; the great libraries of the city; the United Nations; the business, industrial and technological centers including Wall Street and Madison Avenue; as well as many other research potentials within the metropolitan area of the Boston-to-Washington corridor. Secondly, many of our Ph.D. programs and faculty rank considerably above the national average, as recently assessed in a national survey. Finally there is a significant Hispanic population that takes an active part in the scholarly, political, economic, and artistic life of the city and the University.

Students at the Graduate Center, from the start of their doctoral work, engage in supervised research, concentrating exclusively on such activity during the latter part of their course of studies. This work is conducted in an environment of small classes, seminars and individual projects with faculty. At present Hispanic students number roughly 35% of the 235 minority group students enrolled and attending in our various Ph.D. programs. Over 130 minority students have earned doctoral degrees since the Office of Expanded Educational Opportunity was established in 1970.

COLUMBIA UNIVERSITY

The Graduate School of Arts and Sciences offers masters and doctoral degrees in over sixty fields of learning. One of the nation's strongest faculties combined with one of the ablest student bodies brings an extraordinary array and depth of talent to bear on human, social, and scientific problems. The advanced study of the liberal arts and sciences--the heart of universities since medieval times--remains the mission of the Graduate School today.

New York City is one of the most ethnically diverse metropolitan areas in the world, and the Columbia neighborhood is, in many ways, a microcosm of this diversity. As such, the neighborhood and the city provide a natural laboratory for urban research, which augments our fine on-campus laboratory facilities. Columbia's health sciences campus two miles to the north, our geological observatory across the Hudson, our high-energy physics laboratory a half-hour into the countryside -these are some of the facilities that define the approximate physical limits of the entire Columbia campus.

Columbia offers all of the on-campus attractions one associates with any major unversity, and one thing more: New York. "Columbia University in the City of New York," as the name insists, is an integral part of the city, and life in New York is in itself a liberal education. As a graduate student here you will live in one of the world's great cities, a city that can be compared with Rome, Paris, London, and Tokyo, but with no place else in the United States.

Visit the major museums at student rates: the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim, the Whitney. Go to Lincoln Center for the Philharmonic at Avery Fisher Hall, or chamber music at Alice Tully Hall, or opera at the Metropolitan. Tickets to all of the houses can be had for no more than the price of a movie. And of course, theater: Broadway, Off-Broadway, and the so-called Off-Off-Broadway theater which flourishes wherever three actors can find a room and a dozen folding chairs. Modern, folk, and ethnic dance companies; five major ballet companies; the Metropolitan Opera and the New York City Opera; film (almost any film you might want to see, from the past or present, is playing somewhere in the city)-New York is a permanent festival.

If the excitement of intellectual and cultural diversity is what you seek, Columbia is the place for you.

CORNELL UNIVERSITY

Cornell University offers programs leading to Master of Arts, Master of Science, Master of Professional Study, and/or Doctor of Philosophy in 98 major fields, independent of traditional college and departmental units and spanning the humanities and the physical, social, and biological sciences. Study for the general master's and Ph.D. degrees is individualized and interdisciplinary to an unusual extent. The student chooses a faculty committee to guide and evaluate his or her scholastic development, and there are few fixed requirements.

The University is a major teaching and research institution with a prestigious faculty that enjoys a worldwide reputation for excellence. Nobel laureates, Pulitzer Prize winners, and members of the National Academy of Sciences are among Cornell's 1,500 graduate faculty members. Cornell is also New York State's land-grant institution, and the successful partnership of private and state colleges is one of this Ivy League University's distinguishing features.

Cornell, with its diverse student population, has one of the most splendid settings of any American university. It is located in Ithaca, a small city in the Finger Lakes region of upstate New York. The campus spans 740 acres, with magnificent gorges, and includes such attractions as the Cornell Plantations, the Herbert F. Johnson Museum of Art, and Sapsucker Woods, a 180-acre bird sanctuary with miles of nature trails.

The Center for International Studies is a University unit dedicated to the support and development of Cornell's renowned international and comparative programs. The Latin American Studies Program is of particular interest, with formal coursework, excellent library facilities and widely based research networks developed by the faculty.

Student organizations add to the academic and social life of graduate students. La Organizacion de Estudiantes Latinos Graduados en Cornell includes business, law, and veterinary students and meets monthly.

FORDHAM UNIVERSITY GRADUATE SCHOOL OF EDUCATION

The Fordham University Graduate School of Education conducts a number of programs at the master's, professional diploma, and doctoral levels to prepare capable men and women for effective leadership and service in many areas and specialties of public and private education. At present, the Graduate School of Education conducts programs leading to the degrees of Master of Science in Education, Master of Arts in Teaching (secondary education), Master of Science in Teaching (elementary education), and Master of Science in Adult Education, Bilingual Education, Early Childhood, and Teaching English as a Second Language. Programs leading to a Professional Diploma are offered in the fields of curriculum administration, reading, reading administration, counseling, special education, educational psychology, bilingual school psychology, school psychology, educational administration and supervision, bilingual school administration, school district administrator, nonpublic school administrator, and urban education. A Doctorate in Education is offered in educational administration and supervision. Programs leading to the Doctor of Philosophy are offered in the areas of language, literacy, and learning; educational psychology; school psychology; educational administration and supervision; and church leadership. The doctoral program in language, literacy, and learning has a strong component of bilingual education and second language learning.

The Graduate School of Education offers programs at three campuses: Lincoln Center, Tarrytown, and Puerto Rico. The main campus is adjacent to Lincoln Center for the Performing Arts in the heart of New York City. The Tarrytown campus, located on the campus of Marymount College in Tarrytown, New York, serves educators who reside and work north of New York City. Selected programs are also offered in Puerto Rico.

The University maintains library facilities at Lincoln Center, Tarrytown, and Puerto Rico. The Lincoln Center Campus also houses a curriculum laboratory, a counseling laboratory, and a computer center. The Hispanic Research Center, the Institute of Puerto Rican Studies, and the Bilingual Program put students in contact with agencies such as ASPIRA of America, the Puerto Rican Legal Defense, and the Puerto Rican Family Institute.

The Graduate School of Education is concerned with the educational needs and opportunities of all children, especially Hispanic and minority children. It is committed to serving the needs of students from the most academically talented to those suffering as a result of educational disadvantage. Most programs have bilingual/ESL components in which the teaching and curriculum needs of Hispanic students are addressed. The School Consultation Center provides psychological services to children, parents, and teachers in public and nonpublic schools. In addition, the rich resources of the New York metropolitan area are available to Fordham students.

NEW YORK UNIVERSITY

The Graduate School of Arts and Science offers all masters and doctoral degrees in the arts and humanities, social sciences, natural sciences and mathematics including: American Civilization, Anthropology, Applied Science (Energy Science, Atmospheric Science, & a joint M.A./M.S. in Energetics and Economics), Biology, Chemistry, Economics (M.A. and Advanced Certificate in Applied Economic Analysis: Industry Analysis, Economic Development and Planning, Labor Relations, and International Economics), English, French (Joint M.A./M.B.A. with the Graduate School of Business Administration), German, History, Italian, Journalism (M.A. in the Science and Environmental Reporting Program, and a joint M.A. /M.B.A. with the Graduate School of Business Administration), Latin American and Caribbean Studies, Liberal Studies, Linguistics, Mathematics, Museum Studies, Music, Near Eastern Languages and Literatures, Near Eastern Studies, Performance Studies, Philosophy, Physics, Politics (joint M.A./M.B.A. with the Graduate School of Business and terminal M.A. programs in: Caribbean Development Studies, The Far East and The Modern World, United Nations and International Studies, and International Politics and International Business), Portuguese, Psychology (M.A. programs in General Psychology, Personnel Psychology, and Community Psychology; Doctoral programs in Clinical Psychology, Community Psychology, Experimental Psychology, Social/Personality Psychology, and Industrial/Organizational Psychology), Slavic, Sociology (Joint M.A. /J.D. with the Law School and a Joint Ph.D./M.D. with the Medical School as well as Special Concentrations in Criminology, Law and Deviance, Occupations, and Labor and Organizations), and Spanish (M.A. in Hispanic Civilization and the N.Y.U. in Spain M.A. program).

In addition, the Center for Latin American and Caribbean Studies, the Courant Institute for the Mathematical Sciences, the C.V. Starr Center for Applied Economics, the Institute for Economic Analysis, and the Center for Applied Social Science Research are also internationally famous.

Since its founding in 1831, by a group of eminent private citizens, New York University has dedicated itself to providing the highest quality education to all sections of the community. From its earliest days the

University has actively welcomed Hispanic students. It established the first American doctoral program in the Hispanic Literatures.

Located in the heart of Greenwich Village in New York City, the University forms an integral part of a uniquely international and vibrant cultural environment. Being a part of what is the nation's intellectual, artistic, and financial center, students here have unrivaled opportunities for personal and professional development and advancement.

STATE UNIVERSITY OF NEW YORK AT ALBANY

The State University of New York at Albany, the oldest unit and one of four University Centers of the statewide system, acknowledges the three traditional obligations of the university-teaching, research, and service to its community. The campus, designed by Edward Durell Stone, contains fourteen academic buildings within a common platform, all connected by a continuous roof and an enclosed below-level corridor. The office of Graduate Admissions and Policy is a University-wide administative unit generally responsible for the administration of graduate affairs and for the coordination of graduate programs offered by the several schools. These include the Colleges of Humanities and Fine Arts, Sciences and Mathematics, and Social and Behavioral Sciences, the Schools of Business, Education, Information and Library Sciences, Public Health Sciences; and the schools of the Nelson A. Rockefeller College of Public Affairs and Policy: Criminal Justice, Public Affairs, and Social Welfare.

The University organizes research, special training facilities, and associated services through a variety of centers, clinics, institutes, laboratories, and other special units. Several of these are operated or sponsored jointly with other institutions and agencies. Two such research facilities are the internationally known Atmospheric Sciences Research Center and the Wadsworth Center for Laboratories and Research.

The University is located in the capital district of New York; rapidly being recognized as one of the more pleasant places to live in the United States. Albany boasts numerous recreational and cultural facilities. The capital district is home to about 750,000 people, and is only a three-hour drive from New York City, Boston, or Montreal.

There is an important Hispanic population at both the undergraduate and graduate levels at the University, as well as in the capital district itself.

STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

Programs offered within this project include all master's and doctoral degrees in the arts and humanities, social sciences, natural sciences and mathematics, engineering, applied science and technology, professional education, and nursing, including doctoral programs in anthropology, art history, biology, chemistry, comparative literature, economics, English, geology, history, mathematics, political science, psychology, sociology, and advanced technology (with specializations in computer science, electrical engineering, industrial engineering, mechanical engineering, and system science).

Located at the birthplace of the IBM Corporation, the University has unusually strong computer resources. Special research opportunities are available through the Centers for Education and Social Research; Medieval and Early Renaissance Studies; The Study of Natural Hazards; Neurobehavioral Sciences; Research in Engineering and Advanced Technology; Statistics, Quality Control, and Design; The Study of United States Hispanics; The Fernand Braudel Center for Study of Economics, Historical Systems and Civilizations; and the Public Archaeology Facility.

The University is situated on 606 acres of rolling hills in a suburban setting. The community is noted for its concentration of high technology corporations. There exists numerous recreational and cultural opportunities at the Roberson Center, the Binghamton Symphony, Tri-Cities Opera, Civic Theater, the University Theater and other locations.

The University has a special commitment to Hispanic students. *New York Times* education editor, Edward B. Fiske (*The Best Buys in College Education*) states: "Binghamton boasts the most successful equal-opportunity educational program in the SUNY system." (p. 317). Among the facilities and opportunities for Hispanic students are the Latin American and Caribbean Area Studies Program (offering courses, a certificate, lectures and social events), the Center for the Study of United States Hispanics (one current project surveys the status of Chicano Studies in US higher education), and the Bilingual Review/Press, which Publisher's Weekly (Sept. 1983) described as the most successful academic press publishing Chicano, Puerto-Rican and Cuban-American works.

STATE UNIVERSITY OF NEW YORK AT BUFFALO

State University of New York at Buffalo, UB as it is popularly known, is both large and distinguished. New York State's major public university is the largest public graduate and research center in New York and New England. Programs offered within this project include all master's and doctoral degrees in the arts and letters, natural science and mathematics, and social sciences; professional and graduate degrees in dentistry, education, engineering, law, library science, management, medicine, nursing, pharmacy, and social work.

Based on faculty expertise, the University has undertaken several major initiatives to promote the development and exploitation of new technologies including the development of seven interdisciplinary research centers which complement a State Center for Advanced Technology in Health Care Instrumentation and Devices.

The University Libraries include more than 2.25 million volumes, and over 20,000 periodicals and special collections. Computing facilities are among the most extensive in the SUNY system; students and faculty have access to ten systems, including an IBM 3081 GX, Sperry 1100/80 and seven VAX's.

The University is located in New York State's second largest metropolitan area, which has a population over 1,000,000. Buffalo has the cultural and recreational advantages of a major city. Situated on Lake Erie and the Niagara River, Buffalo is a short drive from Niagara Falls and Toronto, Ontario.

UB has consistently demonstrated a commitment to providing educational opportunities to students from underrepresented minority groups. This includes degree programs which study minority issues, special campus services for minority students, and minority student organizations.

SYRACUSE UNIVERSITY

Syracuse University is one of the largest and most comprehensive universities in the nation and a leader in quality graduate education. Syracuse offers a strong faculty, excellent resources for study and research, and opportunities for involvement in an active intellectual community.

Syracuse provides the opportunity for study in many professional areas, as well as the traditional academic fields. The breadth and variety represented by these programs is further enhanced by the University's encouragement of interdisciplinary study through a number of dual, combined, and interdisciplinary programs.

At the heart of the University is the College of Arts and Sciences. Its social science division is the Maxwell School of Citizenship and Public Affairs. Graduate degree programs are also offered in all of the University's professional colleges and schools: architecture, computer and information science, education, engineering, human development, information studies, law, management, public communications, nursing, social work, and visual and performing arts.

With a metropolitan population of 500,000, the city of Syracuse is an important educational, commercial, medical, and cultural center of New York State. It has an active cultural life, with its own symphony, professional theater, and opera groups, and is a regular stop for touring shows and performers. Syracuse is situated in the center of the state, about 150 miles northwest of New York City.

The Syracuse University campus is on a hill overlooking the city. It is a sprawling campus of grassy lawns, tall trees, and pleasant walkways. Life on campus is active, with plays, films, concerts, and art exhibitions available on a daily basis. The new Schine Student Center, opened in 1985, is the center of much of this activity.

Today, more than a century after its founding, Syracuse University welcomes students with diverse educational goals. The graduate student body includes many international students, among them people being sponsored by their country's universities and governments, or by well known fellowship programs, such as the Fulbright.

UNIVERSITY OF ROCHESTER

Programs of study, within Project 1000, leading to the degrees Doctor of Philosophy, Master of Arts, and Master of Science include: College of Arts and Sciences-Anthropology, Astronomy, Biology, Chemistry, Comparative Literature, Computer Science, Economics, English, Geology, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, and Statistics; College of Engineering and Applied Sciences-Chemical Engineering, Electrical Engineering, Materials Science, Mechanical and Aerospace Sciences, and Optics; Eastman School of Music-Music Composition, Music Education, Music Theory, and Musicology; School of Medicine and Dentistry-Anatomy, Biochemistry, Biophysics, Microbiology, Neuroscience, Pathology, Pharmacology, Physiology, Radiation Biology, and Toxicology; School of Nursing-Nursing; Graduate School of Education and Human Development-Education. The Doctor of Education and Doctor of Musical Arts degrees are also offered. Other programs of study leading to the Master's degree include Public Policy, Community Health, Computers in Education, Educational Administration, and Environmental Studies.

The University of Rochester is independent and privately endowed with a faculty of over 1,000 and an enrollment of 8,500 full-time and part-time students; 1,900 are full-time graduate students. Research facilities include the Nuclear Structure Research Laboratory, Mees Observatory, Center for Brain Research, New York State Center for Optical Technology, Center for Visual Science, and Laboratory for Laser Energetics. Exceptionally fine computer facilities are readily available to all graduate students.

Located on the south shore of Lake Ontario, Rochester is known as the Photographic and optical capital of the world, and is the home of many highly technological industries, such as the Eastman Kodak Company. The Finger Lakes area, with excellent recreational facilities, is about 20 miles from Rochester, the Adirondack Mountains are 3 hours to the east, and Toronto, Ontario is about three and one half hours away.

DUKE UNIVERSITY

Duke University offers programs of study leading to the Ph.D. in anatomy, anthropology, biochemistry, biomedical engineering, botany, business administration, chemistry, civil and environmental engineering, classical studies, computer science, economics, electrical engineering, English, forestry, geology, history, literature, mathematics, mechanical engineering and materials science, microbiology and immunology, musicology, pathology, pharmacology, philosophy, physics, physiology, political science, psychology, religion, Romance languages, sociology, and zoology. In addition, the following programs offer the master's degree: Germanic languages and literature, health administration, music composition, physical therapy, public policy studies, and the interdisciplinary programs in the humanities and in liberal studies.

The following interdisciplinary programs offer Ph.D. degrees through one of several cooperating departments: area studies (Latin American studies, Asian-Pacific studies, Canadian studies, Indian Ocean studies, and Islamic and Arabian development studies), cell and molecular biology, demography, environmental studies, genetics, medieval and Renaissance studies, neurobiology, and toxicology.

Duke enjoys a reputation for excellence in teaching and research. A graduate faculty of international distinction numbers over 700, teaching approximately 900 courses and seminars. Out of a total enrollment of 9,500, 1,600 are graduate students. Thus the Graduate School is small enough so that personal contact is a central feature of our programs, and fruitful interaction across disciplines is a common experience. Among the outstanding facilities for research and study are extensive computer resources for high-speed computations and a comprehensive system of University libraries, ranked nineteenth in size among academic libraries in the United States. Many modern laboratories for specialized research are located throughout the campus, including the adjacent Duke Medical Center.

Duke is located on wooded hills in Durham, a city of 120,000 in a metropolitan area of 300,000, midway between the Atlantic Ocean and the Appalachian Mountains. Outdoor recreation is possible all year, and the cultural life of the community is well-developed in all of the arts.

OHIO STATE UNIVERSITY

The Ohio State University Graduate School is one of the most comprehensive in the United States. Graduate programs are offered in most fields of study, with 114 different graduate programs leading to 17 master's degrees (including the MA and MS) and two doctoral degrees (the Ph.D. and DMA). In addition, students may enroll in interdisciplinary programs which may combine aspects of traditional disciplines or reflect new ways of organizing knowledge and approaching contemporary problems. Detailed descriptions of all programs are available.

As a major research institution, Ohio State has extensive resources to support graduate education and research. Modern library, laboratory, and computer facilities enable students to give maximum benefits from their graduate education. Many centers and institutes on or near the campus provide special educational and research opportunities.

The University is in Columbus, an expanding city with a population of over a million people in the metropolitan area. The city has a high density of service and managerial corporations. The Columbus Symphony, Columbus Opera Company, Ballet Metropolitan, and other city and university theatres, offer a diverse range of live entertainment.

The University has a long standing commitment to minority students. The Office of Minority Affairs and the Office of Hispanic Student Programs offer a range of academic and cultural support programs, including a monthly lecture, film, and workshop series; a weekly Spanish conversations hour; and an annual celebration of Hispanic Awareness Week. The office also provides referrals for counseling, housing assistance, employment, and tutoring.

A variety of student organizations lend social, professional, and academic support to students in their respective fields of study. Hermandad Latina and MECHA are two groups that organize and represent Hispanic students on campus. The Hispanic Graduate and Professional Student Organization addresses the cultural, social, economic, and educational needs of Hispanic graduate students at The Ohio State University.

THE UNIVERSITY OF OKLAHOMA

The University of Oklahoma offers graduate programs on its Norman Campus in more than 70 areas found in the Colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Fine Arts, and Geosciences. Degree programs are also offered at the Health Sciences Center campus located twenty miles away in Oklahoma City.

Although Norman is located only twenty miles from Oklahoma City, it began and continues as an independent community with a permanent population of more than 70,000. It has extensive parks and recreation programs, a 10,000 acre lake and park area, and a community theater.

The University of Oklahoma has a strong commitment to minority students. Dr. Frank E. Horton, upon becoming the University's eleventh president in September, 1985 said, "The University of Oklahoma is firmly commited to equal opportunity for all and to attracting and retaining qualified minority students, faculty, and administrators. This stands as a major objective of the University, not simply because it is required by the state or federal government, but because it is right. To achieve this objective requires that each person at the University who makes admission and employment decisions understand that this institutional responsibility must be achieved through his or her individual effort as well as the institution's collective action. If we are to serve excellently as a public institution, we can do no less."

The office of Mexican-American Student Services is designed to assist students of Hispanic origin to adjust to the academic, cultural, and social environment of the University. Through the coordinator, this office provides and disseminates information about financial aid, special enrichment programs, part-time employment and free tutoring services.

MASA (Mexican-American Student Association) is a cultural and social organization which engages in various collegiate activities to enrich Mexican-Americans and others of the Hispanic culture. MASA represents the desires of growth within Hispanics in the OU community.

TEMPLE UNIVERSITY

The development of Temple University is consistent with the goals of our founder and first president, Russell Conwell. His ideal was to provide "educational opportunity for the able and deserving student of limited means." With a rich heritage of social purpose, Temple provides students with an opportunity for education of high quality without regard to race, creed, or station in life.

Temple, which has more than 30,000 students, is one of the largest universities in the country. Since becoming a part of the Commonwealth System of Higher Education, it has placed increased emphasis on upper division and graduate work. A significant portion of the student body is from outside Philadelphia, although the school serves primarily the greater metropolitan area of eastern Pennsylvania.

The University libraries contain nearly two million volumes and provide reading space for 2,500 students. One mile north of the Academic Center is the Health Sciences Center at Broad and Ontario Streets. Here are housed the Schools of Medicine, Dentistry, Pharmacy, and Dental Hygiene; the College of Allied Health Professions; the Temple University Hospital; and the Research Building, all of which offer excellent and varied facilities for research in many fields.

Master's and doctoral programs are offered in areas such as anthropology, art, art history, biology, chemistry, communications, creative writing, criminal justice, dance, economics, education, English, French, geography, geology, German, health education, history, hospital pharmacy, journalism, law, liberal arts, linguistics, mathematics, music, occupational safety and health, occupational therapy, oral biology, pharmaceutical chemistry, pharmaceutics, pharmacology, philosophy, physical education, physical therapy, physics, physiology and biophysics, political science, psychology, public administration, public health, redop-television-film, recreation, religion, social work, sociology, Spanish, speech, theater, and urban studies.

Philadelphia is the fifth largest city in the country and has a metropolitan population of over four million. It offers a varied menu of cultural attractions. The city has a world-renowned symphony orchestra, a ballet company, and two professional opera companies. Besides attracting touring plays, Philadelphia enjoys a professional repertory theater and many amateur productions. All facilities for sports and recreation are easy to reach. The city is world famous for its historic shrines, parks, and eighteenth-century charm, which are carefully maintained.

UNIVERSITY OF PENNSYLVANIA

The University of Pennsylvania offers academic master's and doctoral degrees in more than eighty programs distributed over eight schools. The normal range of arts and sciences fields is supplemented by programs in areas such as ancient history, demography, linguistics, folklore, and oriental studies. There are nine graduate areas, including computer science, in engineering, thirteen biomedical programs, and more than a dozen programs in the Wharton School's doctoral division. There are also graduate degrees available in education, nursing, communication, and in fine arts such as architecture or city and regional planning. Each school has its own catalog and makes its own admissions decisions. School addresses are indicated below.

Penn is located on a spacious rectangular campus west of the Schuylkill River in historic Philadelphia. The tree-lined walkways, extensive floral plantings, and the patios, sculpture, and fountains create an attractive addition to the neighborhood. The development of a 'University City' in the blocks around the campus places entertainment, restaurants, and shops within easy reach of the University. The immediate area is served by a free campus bus, and there is easy access to the city's public transit lines. Philadelphia itself has all of the advantages of a major metropolitan area with extensive recreational and cultural opportunities; it is the home of the Philadelphia Orchestra, outstanding museums, art galleries, theaters, diverse restaurants, and professional teams in all major sports.

Over half of Penn's 22,000 students are in graduate or professional programs, and the University is entering a period of intensified focus on graduate education, with particular attention to issues affecting the quality of graduate student life and to the promotion of comfortable diversity within the student population. In addition to special supportive programming, the University offers fellowship funds for minority graduate students.

School catalogs may be obtained from: Graduate Div. of Arts & Sciences, 16 College Hall/CO; Graduate Engineering, 119 Towne Bldg.; Graduate Schl. of Education, B-11 Educ. Bldg./Cl; Graduate Schl. of Fine Arts, 102 Meyerson Hall/CJ; Wharton Doctoral Programs, 1150 Steinberg Hall-Dietrich Hall/CC; Schl. of Nursing, Graduate Div., 471 Nursing Educ. Bldg./S2; Annenberg Schl. of Communications, 3680 Walnut Street/CT; Biomedical Graduate Studies, 240 Medical Educ. Bldg./G3; University of Pennsylvania, Philadelphia, PA 19104.

BROWN UNIVERSITY

Brown University is the seventh oldest institution of higher learning in America. Of the approximately 7,000 students attending the University, nearly 1,200 are enrolled in the Graduate School.

The Graduate School of Brown University offers programs of study leading to the Doctor of Philosophy degree in American Civilization, Anthropology, Applied Mathematics, Art, Biology, Chemistry, Classics, Comparative Literature, Computer Science, Economics, Egyptology, Engineering, English, French Studies, Geological Sciences, German, Hispanic and Italian Studies, History, History of Mathematics, Judaic Studies, Linguistics, Mathematics, Music, Philosophy, Physics, Psychology, Religious Studies, Slavic Languages, Sociology, and Special Graduate Study. A joint M.D. Ph.D. Program is offered in conjunction with the Brown Program in Medicine.

The Master of either Arts or Science may be taken in all of the above areas with the exception of Special Graduate Study, and is the highest degree now offered in Brazilian Studies, Creative Writing, Political Science, Portuguese Studies and Bilingual Education, and Theatre Arts.

The Master of Arts in Teaching is available in the fields of English and Social Studies only.

Brown's Graduate School actively seeks to attract students who--because of ethnic prejudice, racial discrimination, or economic deprivation--might not enter, or even apply to, a graduate school. The Graduate School expects to provide fellowship and scholarship support for minority students each year.

In the past 26 years, over 208 minority students have received graduate degrees from Brown; almost half of these graduates received the Ph.D.

Brown University is located in the historic East Side section of Providence, the second largest city in New England. A city whose remarkable heritage is present everywhere on the Brown Campus, contemporary Providence complements its past with the cultural and entertainment opportunities that only a major city can provide. The Providence community possesses great ethnic diversity, with large and growing Afro-American, Asian, and Hispanic and Portuguese populations. Just an hour by car from Boston and three and a half hours from New York City.

RICE UNIVERSITY

Rice University is a private, non-sectarian institution occupying a wooded 300-acre campus only three miles from downtown Houston. With a relatively small student body (2500 undergraduates, 1200 graduates), it offers opportunities for close interaction with faculty members eminent in their fields.

Graduate studies are offered in various fields of the humanities, social sciences, natural sciences, engineering, architecture, business, and music, with doctoral studies in twenty-nine departments. (These are: Accounting, Anthropology, Architecture, Biochemistry, Biology, Chemical Engineering, Chemistry, Civil Engineering, Computer Science, Economics, Electrical and Computer Engineering, English, Environmental Science and Engineering, French, Geology and Geophysics, German, History, Linguistics, Mathematical Sciences, Mathematics, Mechanical Engineering and Materials Science, Music, Philosophy, Physics, Political Science, Psychology, Religious Studies, and Space Physics and Astronomy.) Research facilities include a library of over a million volumes, a well-equipped computer center plus computers in departmental centers, and a number of specialized scientific laboratories such as the Biomedical Engineering Laboratory, an NMR Spectroscopy Laboratory, a Sedimentology Laboratory, the Ryon Laboratory for conducting structural loading experiments, and others. Research affiliations include the Fermi National Laboratory, Arecibo Observatory, the Houston Area Research Council, and others.

Social life at Rice is enhanced by the university's proximity to art museums and parks (within walking distance), professional sports facilities, and downtown performance halls for theater, opera, ballet, and symphony. On campus, the Graduate House provides both residence and dining facilities and a meeting area. An active Graduate Student Association represents the interests of graduate students on university committees and organizes regular social activities. Hispanic students will also find an organization representing their particular interests, the Hispanic Association for Cultural and Educational Revitalization. The faculty sponsor of HACER is Dr. Richard Tapia of the Department of Mathematical Sciences. Dr. Tapia, who is well known for his work in numerical analysis, has long been active in the Hispanic community.

TEXAS A&M UNIVERSITY

Texas A&M University offers programs of graduate instruction and research within this project leading to degrees of Master of Agriculture, Master of Architecture, Master of Arts, Master of Computer Science, Master of Education, Master of Engineering, Master of Landscape Architecture, Master of Public Administration, Master of Science, Master of Urban Planning, Doctor of Education, Doctor of Engineering, Doctor of Environmental Design, and Doctor of Philosophy. Degrees are offered through the Colleges of Agriculture, Architecture and Environmental Design, Business Administration, Education, Engineering, Geosciences, Liberal Arts, Science, Medicine and Veterinary Medicine.

Among the many research facilities available to graduate students at Texas A&M University, in addition to those provided by individual departments, are the Sterling C. Evans Library, which has more than 1.5 million volumes; the Medical Sciences Library; and a number of valuable special collections that support research in specific subject matter areas. Others are the Computing Services Center, the Cyclotron Institute, numerous systematics collections, the Educational Psychology Services Center, the Institute for Solid State Electronics, the Electric Power Institute, the Remote Sensing Center, the Space Technology Division, the Center for Urban Programs, the Center for Tectonopnysics, extensive facilities for meteorological and oceanographic research, the Electron Microscopy Center, the Texas Veterinary Diagnostic Laboratory, the Texas Water Resources Institute, the Real Estate Research Center, and many additional facilities serving the needs of the specialty areas in which graduate degrees are offered.

Support for graduate students at Texas A&M University is available from a number of sources. Many graduate students are directly employed by the departments and research facilities associated with their fields of interest. Stipends are competitive with those of other major educational institutions in the United States. Minority Merit Fellowships are available for Hispanic students. The Bryan-College Station area is located in south central Texas, approximately 85 miles from Houston and 175 miles from Dallas.

UNIVERSITY OF HOUSTON

The University of Houston offers the broad range of undergraduate, graduate, and professional programs characteristic of major research institutions: Architecture, Business Administration, Education, Engineering, Hotel and Restaurant Management, Humanities and Fine Arts, Law, Natural Sciences and Mathematics, Optometry, Pharmacy, Social Sciences, Social Work, and Technology. These colleges and schools offer undergraduate degrees in 109 fields of study, 31 Master's degrees in 107 fields, and four Doctoral degrees in 42 fields. The Law Center and the Graduate School of Social Work offer only graduate degrees.

The University's extensive educational and research programs and the outstanding accomplishments of its faculty receive national and international recognition. The Association of Research Councils' 1983 study of graduate education rated the chemical engineering program eighth in the nation and first in the South and Southwest. The Graduate psychology program ranks among the top 10 in the South and Southwest.

Interaction outside the classroom enriches the university experience. Students benefit from the rich mix of cultural backgrounds at UH which has an international student population of 6% representing 89 countries and an ethnic minority enrollment of 9% black students and 6% Hispanic students.

The 525-acre wooded campus, with fountains and sculpture attractively placed among the 92 modern classroom and laboratory buildings, provides a pleasant university setting. Campus activities include more than 200 registered student organizations, weekly film series, concerts, theatrical productions, free musical and artistic presentations, and a highly successful Southwest Conference athletic program. Entertainment and cultural activities are not limited to the campus. Houston offers an enormous variety of events from the Houston Grand Opera and free Shakespeare in the Park, to rodeos, rock concerts, and professional sports in the Astrodome and Summit.

The University of Houston serves as a research and intellectual base for the city of Houston, promoting an exchange of ideas, information, and talent. The city also provides professional contacts and career opportunities for the university's 31,000 students, who benefit both academically and professionally from the relationship. UH's flexible academic programs and Houston's strong corporate base allow a majority of students to work at least part-time while completing their education.

THE UNIVERSITY OF TEXAS AT AUSTIN

The University, established in 1883, has long been recognized as an outstanding national research institution. It awards the largest number of doctoral degrees in the South and is the only southwestern member of the Association of American Universities. Graduate study is available in more than 70 fields including programs in Architecture, Business, Communication, Community and Regional Planning, Education, Engineering, Fine Arts, Liberal Arts, Library and Information Science, Natural and Physical Sciences, Nursing, Pharmacy, Public Affairs, and Social Work.

In addition to research units such as the McDonald Observatory for Astronomy, the Population Research Center, and the Council for Advanced Transportation Research, the University has several units which may be of particular interest to Hispanic students. The Latin American Studies Institute is multidisciplinary and strengthened by impressive holdings of the Nettie Lee Benson Collection. The center for Mexican American Studies is a member of an inter-university program in Latino research and recently received $1.3 million from the Ford Foundation to fund research on contemporary Hispanic issues. In the College of Education issues of access and equity are examined by the Office for Advanced Research in Hispanic Education.

The University is in Austin, the capital city of Texas. Located in Central Texas at the edge of the hill country on the Colorado River, Austin has a population of 500,000. The climate is temperate-winter temperatures seldom fall below freezing. Surrounded by numerous lakes, 110 parks and 14 recreation centers, outdoor activities of all kinds are popular in Austin. Flipping through the directory prepared each year by Austin's Hispanic Chamber of Commerce one discovers restaurants which run the gamut in Latino cuisine from Mexicano, Tex-Mex, Cubano and Brasilero. Clubs featuring local musicians famous for their polkas and cumbias sit side by side with newer clubs now playing salsa. Other cultural opportunities include Austin's symphony orchestra, two ballet companies, and an art museum plus smaller galleries and theatre groups. The University's Special Events Center serves as the site for many athletic events as well as outstanding popular performers.

UNIVERSITY OF UTAH

The University of Utah, founded in 1850 at the northeastern edge of Salt Lake City, is the oldest state university west of the Missouri River. The 1500-acre campus includes 221 permanent buildings housing 17 colleges and professional schools and contains one of the region's outstanding research libraries, both an American West Center and a Middle East Center, the State Arboretum, a professional theatre, and Museums of Fine Arts and Natural History. An adjacent 320-acre Research Park includes 17 buildings with 46 tenants and 2,700 employees engaged in research totaling $200 million in various technical fields.

Almost 25,000 students represent all 50 states and more than 50 foreign countries. The 3,600 faculty (tenure-track, part-time, and adjunct) offer instruction and research opportunities in more than 76 subjects at the undergraduate level. Graduate degrees in 124 disciplines are offered also. The University of Utah ranks in the top 2% (25th out of 2,000) of American colleges and universities in funded research activities.

The Health Sciences Center consisting of the Colleges of Health, Nursing, Pharmacy, and Medicine, together with the Medical Center which includes the Institute for Biomedical Engineering, are nationally recognized as leading contributors in the development of the artificial arm, and various artificial organs such as the heart, eye, ear, and wearable artificial kidney. In addition, Chemistry, Law, Molecular Biology, Mining and Fuels Engineering, and Computer Science are areas where Utah enjoys a national reputation for its research and academic programs.

The University of Utah has long had a strong commitment to programs enhancing the educational opportunities for minorities and women who have traditionally been underrepresented. The following university organizations are designed to serve the needs of these students, to encourage their participation in the academic and social life of the campus, and to facilitate a successful course of study: Ethnic Studies Program, the School of Medicine Office of Minority Affairs, the American West Center, the American Indian Social Work Training Program, and the Women's Resource Center.

UNIVERSITY OF VIRGINIA

Thomas Jefferson founded the University of Virginia in 1819 and supervised the construction of his design from Monticello, several miles away. The American Institute of Architects designated Jefferson's University the outstanding achievement by an American architect. He intended it to prepare students for active lives in public affairs, and this purpose remains an emphasis among the faculty and the 16,000 students.

The University is located in Charlottesville and Albemarle County, a community of 100,000 in the foothills of the Blue Ridge mountains 100 miles from Washington and 70 from Richmond.

Of special note to students interested in Hispanic culture are programs and courses in the Departments of French, Government and Foreign Affairs, History, and Spanish. The library's special collections in literature, which are outstanding, include 400 titles by Argentine writer Jorge Luis Borges, the most comprehensive collection of his writing in the United States.

Programs in the project include master's and doctoral degrees in the Graduate School of Arts and Sciences: anatomy, anthropology, art history, astronomy, biochemistry (Ph.D. only), biology, biophysics, chemistry, classics, commerce (accounting, M.S. only), drama (M.A. and M.F.A. only), economics, education (Ph.D.only), English, environmental sciences, epidemiology (M.S. only), French, German, government and foreign affairs, history, mathematics, microbiology, music (M.A. only), neuroscience, nursing (Ph.D. only), pharmacology (Ph.D.only), philosophy, physics, physiology (Ph.D. only), psychology, slavic, sociology, Spanish-Italian-Portugese, and surgery (M.S.only).

Included in the School of Architecture: master's degree in architecture, architectural history (Ph.D. offered with the Department of Art History), landscape architecture, and planning.

Included in the School of Engineering and Applied Sciences: applied mathematics, computer science, materials science; and aerospace, biomedical, chemical, civil, electrical, mechanical, nuclear, and systems engineering.

THE UNIVERSITY OF WISCONSIN - MADISON

The University of Wisconsin-Madison offers major opportunities to Hispanics seeking advanced training and graduate degrees. Ranked among the top half-dozen institutions in the United States, UW-Madison maintains a fundamental commitment to academic excellence and social responsibility. UW-Madison offers graduate degrees in approximately 150 different fields-in the biological sciences, physical sciences, social sciences, humanities and interdisciplinary studies.

UW-Madison is sincerely committed to increasing America's pool of ethnic minority graduate scholars and professionals. In the past decade UW-Madison's Advanced Opportunity Program has helped graduate about 1000 minorities with Masters and about 500 with Ph.D.'s. Minority graduate students at Madison have received degrees at about the same rate as non-minorities. In the Fall of 1985 about 600 ethnic minorities enrolled in the University's graduate and professional programs.

There are two student unions at Wisconsin, and the pace of social life is as active as one might wish. Festivals for film, music, theater, and other forms of entertainment take place constantly throughout the year. A big 10 schedule of athletic events-in football, basketball, and dozens of other sports-offers an additional source of excitement and relaxation. The University maintains an extensive housing complex for married graduate students and reserves some dormitory space for first-year single graduate students.

Madison, the state capital of Wisconsin, is located about 80 miles from Milwaukee and about 140 miles from Chicago. Scenic beauty abounds. Madison, "The All-American City," is situated on four lakes, and the downtown area is located on an isthmus. Much of the 2,000 acre campus stretches along the shoreline of Lake Mendota. The ethnic population of the city of Madison is estimated at 10,000 and is growing. The result of this growth is social diversity within an atmosphere of harmony, and the quality of life is exceptional.

DEBUNKING FALSE ASSUMPTIONS AND PROVIDING POINTERS

☐ **Is it best to apply to only one graduate school?**

Absolutely not! Unfortunately, too many U.S. Hispanics only apply to one graduate school, and this is definitely not in their interest. Turn to p. 2 and p. 10 of this booklet for a discussion. Project 1000 permits you to make multiple applications/preapplications free of charge.

☐ **Do students usually have to pay for their graduate education out of their own or their parents' resources?**

Not usually! Contrary to the customary circumstances at the undergraduate level, full-time graduate students in most of the fields and disciplines covered within Project 1000 typically do not pay for their graduate study with savings, parental financial support, or earnings from non-academically related employment. See p. 3 of the booklet.

☐ **What's a good way to decide on which program to apply to?**

Turn to p. 10 for a discussion.

☐ **How well do Hispanics *really* do on the Graduate Record Examination? How important is the GRE anyway? What can be done to improve performance on that test? Is there a Spanish language analog test to the GRE?**

Turn to p. 12 and following for the answers to these questions.

☐ **Is there any way that U.S. Hispanic students can get the opportunity to more fully describe some of their personal qualities such as bilingualism, appreciation of other cultures, unusual maturity and/or a history of persistence in order to overcome financial hardships, or the like?**

You bet! Project 1000 permits you to document these personal qualities in the application form. Turn to p. 15 and following.

☐ **Where can I get help in preparing my *Statement of Purpose and of Career Plans* in order to enhance my admission application?**

Project 1000, that's where! Turn to p. 17 and following.

PROJECT 1000
PARTICIPATING GRADUATE INSTITUTIONS

Arizona:
1. Arizona State University
2. University of Arizona

California:
3. Claremont Graduate School
4. Stanford University
5. UC - Berkeley
6. UC - Irvine
7. UCLA
8. UC - San Diego
9. UC - Santa Barbara
10. UC - Santa Cruz

Colorado:
11. University of Colorado

Connecticut:
12. University of Connecticut

District of Columbia:
13. Georgetown University

Illinois:
14. University of Chicago
15. UI at Urbana-Champaign

Indiana:
16. Indiana University
17. Purdue University
18. University of Notre Dame

Iowa:
19. Iowa State University

Kansas:
20. University of Kansas

Louisiana:
21. Tulane University

Maryland:
22. University of Maryland

Massachusetts:
23. Boston University
24. U. of Massachusetts-Amherst

Michigan:
25. University of Michigan
26. Wayne State University

New Jersey:
27. Princeton University
28. Rutgers University

New York:
29. City University of New York
30. Columbia University
31. Cornell University

New York continued:
32. Fordham University
33. New York University
34. SUNY - Albany
35. SUNY - Binghamton
36. SUNY - Buffalo
37. SUNY - Stony Brook
38. Syracuse University
39. University of Rochester

North Carolina:
40. Duke University

Ohio:
41. Ohio State University

Oklahoma:
42. University of Oklahoma

Pennsylvania:
43. Temple University
44. University of Pennsylvania

Rhode Island:
45. Brown University

Texas:
46. Rice University
47. Texas A&M University
48. University of Houston
49. University of Texas at Austin

Utah:
50. University of Utah

Virginia:
51. University of Virginia

Wisconsin:
52. U. of Wisconsin-Madison